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Annual Status of Education Report
असर ASER 2008 RURAL
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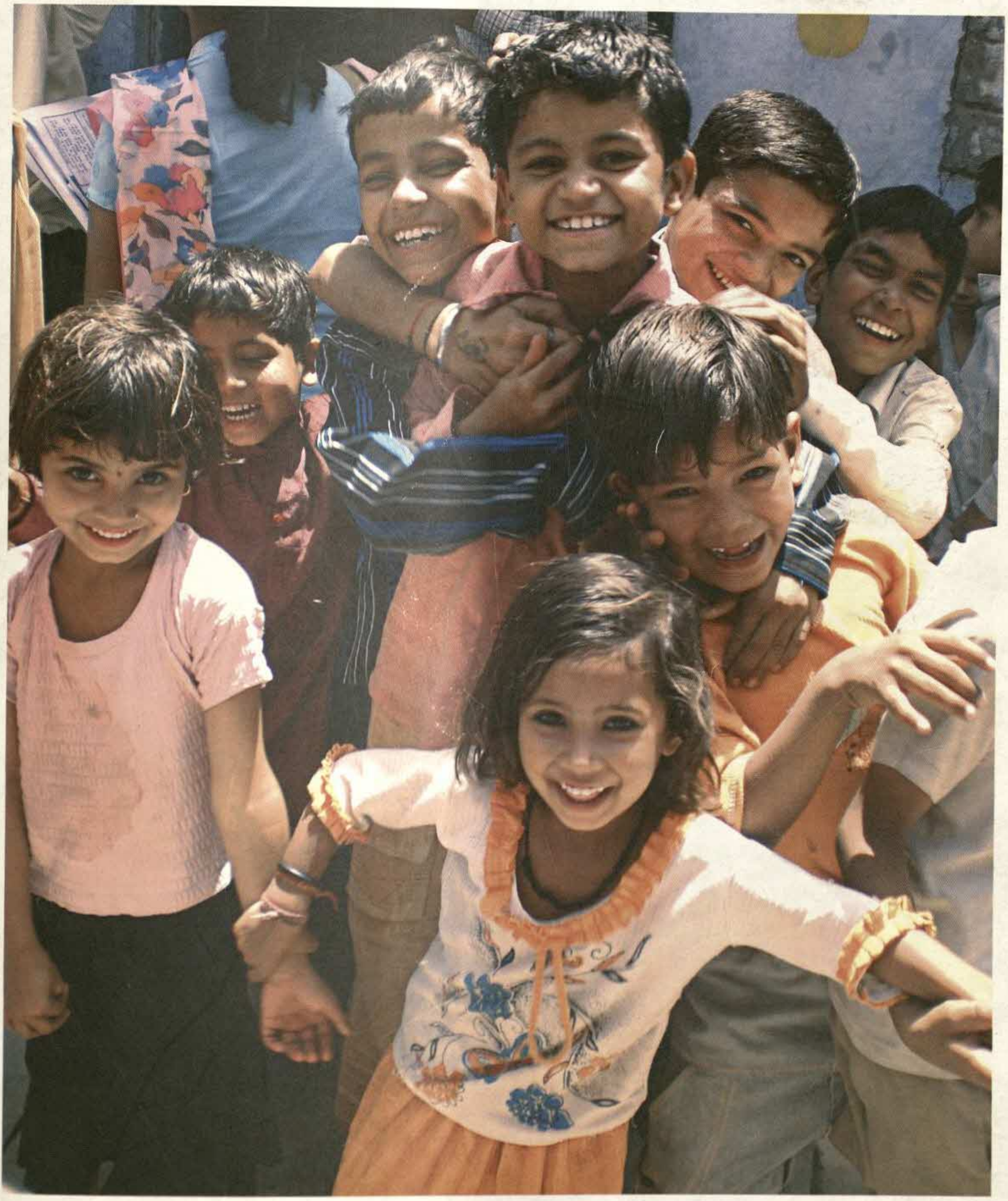

Annual Status of Education Report (Rural) 2008

Provisional

January 13, 2009

ASER 2008 - Rural
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All India Student's Federation (AISF)
Socio Educational Welfare Association (SEWA)
The East
Assam Mahila Samata Society (AMSS)
Uttaran
NSS Unit
All Dimasa Student Union (ADSU)
Milonjyoti Self-Help Group
Jyotimoy Socio Economic and Welfare Society
Sahuji Asom Vikas Mansho (SAVM)
Raguratuk Club and Library
Wodichee
Society for Progressive Implementation and Development
Nerswn
Karbi Anglong Mountaineering Club
Social Unity Keepers Association For All (SUKAFA)

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Harijan Adiwasi Shikshan Prashikshan Kalyan Sansthan
Disha Vihar
Sankalp Jyoti
Katavya Welfare Organisation
Akriti Sarva Seva
Disha Vihar
Akriti Samajik Sansthan
Sanjevene Darpan
Khadi Gram Udhyog Sansthan
Jawahar Jyoti Bal Vikas Kendra
Gramin Manav Seva Mandir
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Aakriti Sarva Seva
Samagra Manav Seva Samiti
St. Paul Foundation
Rashtriya Vikash and Samaj Kalyan Parishad (Ravi Sankalp)
Lakshmi Priya Patliputra Vikash Sansthan
Bihar International Rural Development Society (BIRDS)
Shanti Shilp Kala Kendra
Nar Nari Samta Sansthan
Vindhyachal Samajothan Samiti
Nav Jyoti Kendra
Abhikram Saharsa
Mahila Shishu & Jan Vikash
Ikard
Pragati Shilp Kala Sansthan

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Krantimanthan Sewa Samiti
Aasta Umen Social Sansthan
Lokshakti Samiti
Gramin Vikas Sewa Sansthan, Kanker
Chhattisgarh Jan Jati Vikas Parishad
Kulikota Gramin Sewa Samiti
Shrujan Samajik Sansthan
Centre for Action and Welfare Society
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Sroth Sansthan, Korba
Sanskar Vikas Sansthan, Koriya
Samaj Kalyan Shikshan Samiti, Kawardha
Manav Uthan Shiksha Sansthan, Jagadalpur

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Khanvel College
Govt. of Dadra Nagar Haveli Education Dept.

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D.M.C. College
Dodamarg College

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Shikshan & Samaj Kalyan Kendra
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Development Support Unit
Aswamegh Charitable Trust
Prakriti Foundation
Laxmi Mahila Mandal
Dalit Sanghathan
MRM Institute Gujarat Vidhyapith Randheja
Pragati Mahila Sangh
Gram Lakshmi Trust
Sahyog Development Foundation
Healing Touch
Shree Lokseva Sarvajanik Trust
Marag
Friends Sport Club
Gramin Mazdoor Sabha
Brotherhood
Gram Seva Trust
Navjagruti Yuvak Mandal
Saurashtra Volunteer Action
Janda Gram Vikas Trust
Shakti Mahila Sangh Federation
Arvalli Gram Vikas Sansthan
Manva Ekta Charitable Trust
Bajrang Gram Vikas Trust
Mahila Samkhya
N.S.S Students, Vadodra
Anarde Foundation
Banas Dalit Sangathan

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Bagwan Pashuram College (NSS wing), Kurukshetra
Govt. College (NSS wing), Karnal
Vikas Gram Uday Mandal
Govt.P.G. College (NSS wing), Jind
Manohar Lal College (NSS wing), Fathehabad
Jai Sawachta Samiti
Mukand Lal National College (NSS wing), Yamunanagar
Radha Krishnan College (NSS wing), Kaithal
Govt. College (NSS wing), Rohtak
Nehru College (NSS wing), Jhajhar
Janta College (NSS wing), Bhiwani
Govt. College (NCC wing), Mahendragarh
Yasin Mave College (NSS wing), Mewat
GGG SD College (NSS wing), Faridabad
Sanatan Dharam College, Ambala
Govt. College (NSS wing), Panchkula

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Govt. Degree College, Chamba
General Jorawar Singh College
Govt. Degree College, Dharamshala, Kangra
Govt. Degree College, Recongpeo
Govt. Degree College, Kullu
Govt. Degree College, Mandi
Govt. Degree College, Theog, Shimla
Govt. Degree College, Nahan
Vertex Information & Research Zone (PTU), Solan
Govt. Degree College, Una

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Degree College, Udhampur
Dept. of Sheep Husbandry
Degree College, Doda
Degree College, Anantnag
Kashmir University
Degree College, Budgam
Degree College, Baramulla

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Sahyogini
Insearch
Jharkhand Gramin Vikash Trust
Nav Bharat Jagriti Kendra
Lok Prerna Kendra
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Seva Manch
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Jan Shabagi Kendra
Abhiyan
Sirjan Foundation
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Needs
Santhal Pargana Gram Rachna Sansthan
Lohardagga Gram Swaraj Sansthan
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Pragati Luyabih
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NYK
Setu

KARNATAKA
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Dept.of MSW, Bangalore University
Paresara Mattu Vanya Jeevi Hitarakshana Samsthe
Dept. of MSW ,Ganga Kaveri Institute Of Management Studies
Belgaum Integreted Rural Development Society
Marss-K
Rural Education And Action Development Society
Center For Rural Development
Arunodaya Pairada
Neravu Samsthe
Nisarga Samsthe
Friends
Dari Samsthe
Margadarshana Society
Sevalala Rural Development Society
Ambekeves
Organisation For Integral Transformation
Power Organisation (All Bijapur District)
Sadhana Samsthe
Jagadguru Shri Shivarathrware B.Ed College
S.H.Groups
Sadhana Volunteers
Vikasan Samsthe
Prabodhini Trust
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Manjula Vidya Samsthe
Rajlakshmi Association
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Society Plant For Urban & Rural Development
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Parivarthana Samsthe
Sahara
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Mahila Abhivrahi Resource Group

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Harshitha Alur Yojane
Prachodhana
Priyadarshini
Sharavathi Shikshana Samasthe
Spandana
Navodaya Eudational And Envronment Development Services
Parivarthana Samsthe
Chaitanya Samsthe
Vidyanidhi Samsthe
Tropical Resource And Development Center
Spoorthy Samsthe
Embark Youth Association
Botalappa Youth Organisation
Sri Basaveshwara Yuva Sangha
Yashaswini
Vidyana Education Trust
Sasavi Multi Purpose Social Service Organization
Sunanda Maitri Sagar
Mahila Kshemabhirudhi Samsthe
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Child Charitable Trust
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Center for Rural Studies
Rural Researchment Development Society
Dari Deepa Samsthe
Service Agency for Rural Women and Children
Sarvodaya Grameena Abhivrudhi Samsthe
Samvardhana Samsthe
Birds Society
Samasthi Trust
Bhuvaneshwari Central Foundation
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Mahajana - M.S.W.Students
Grameena Mahila Abhivrudhi And Shikshana Samsthe
Matoshri Shikshana Samsthe
Vivekanand Shikshana Samsthe
Spandana Samsthe
Vikasana Sasmthe
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Dhv India Pvt Ltd
Nirantara Social Welfare Society
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Kudremukh Integrated Development Society (KIDS)
Basaveshwar Integrated Rural Development Society
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Mukta Trust
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Rural Urban Development Society
Arpana Samsthe
Think Samsthe

KERALA

Kudumbasree

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Nehru Yuva Kendra
Sikshya Prasar Samiti and Samaj Sewa Sansthan
Garima Gayatri Samaj Kalyan Sansthan
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Takshshila Samaj Sevi Sansthan
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Ma Sharda Shiksha Samiti
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Anupama Education Society
Samuthan Samiti
Jagruti Nehru Yuva Mandal
Soraj Gramothan Jankalyan Yuva Vikas Samiti
Pragati Krushi Seva Samiti
Prashu Shiksha Prabhandha Samiti
Budhelkhand Mahila Janvikas Avam Samaj Seva Samiti
Navjagruti Shikshavikas & Jankalyan Santhan
Takshila Computer Educational & Social Welfare Society
Astha Mahila Samiti
Janshikshan Santhan
Sidhanath Krushak Seva Samiti
Takshila Computer Educational & Social Welfare Society
Sendwa Sarwoday Shikshan Samiti
Durga Mandal Samiti
Prathamesh Shikshan Avam Samajkalyan Samiti
Sawrgiya Khali Ahamad Shikshan Samiti, Khandwa
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Prathamesh Shikshan Avam Samajkalyan Samiti
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Pritam Shiksha Samaj Kalyan Samiti
Seva Bharti Samiti
Sanskar Samajik Vikas Seva Samiti Mandal
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Jay Shreeram Sewabhavi Sansthan, Warni
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Yaha Pandhar Adivasi Vikas Sanstha
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Swami Samarth Mahila Bachat Gat
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Rashtriya Seva Yojana, Thane
Vartak College, Wasai
Dandekar College, Palghar
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Shr Munnati Mahila Vikash Shishayn W Parshishay Sansthan, Belkheda
Chatrapatti Sanbhaji Maharaj Kardamandal, Virla
Janshishayn Paeshishayn Sansthan, Washim
Mavim, Washim
Shahid Bhagat Singh Yuvak Mandal, Mahagaon
Jeevandhara Bahu-udeshiya Samajik Sansthan, Yavatmal
Hitwad Bahu-udeshiya Shikshan Sansthan, Mankinhi
Bhimasen Bahu-udeshiya Shikshan Sansthan, Khandala
Rabiya Basari Bahu-udeshiya Sansthan, Javala

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T.Bimoljit Singh and S.Bijen
Community Development Society (CDS), Ishok
Democratic Students' Alliance of Manipur (DESAM)
State NSS Cell, Imphal
Expedited Rural Agency, Senapati
N.Y.K, Ukhrul
Ms.Khuigai, Tamenglong
Ms. Dungkham Moyon, Chandel

MEGHALAYA

NEHU
Martin Luther Christian University, East Khasi Hills
RERAM NGO.

MIZORAM

Sarva Siksha Abhiyan

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Eastern Naga Students Federation (ENSF)
Konyak Students Union (KSU)
Nangland Society
Mokokchung Town Baptist Youth Hills Club
Eureka Life Foundation
Family Planning Association of India
Peoples Agency for Development
Punoto and Associates
Ejan and Associates
Friends Club, Lanu

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Radheshyam Anchalika Mahavidyalaya
Khaira College, Khaira
Panchayat Samiti College, Ghaislet
Boudh Secondary Teacher Training School and Boudh ITI (Student Union)
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Gramin Sevak Samaj
DIET School, Deogarh
Jiral College, Jiral
Khajuripada College
Kukudakhandi Science College
Nabakrushna Choudhury Mahavidyalaya
Jarka College, Jaraka
Mahima College, Lakhanpur, Jharsuguda
Bhawanipatana Govt. Autonomous College
DIET, Tikabali
Bijupatnaik Govt. College, Antei
Rural Develpoment Project, Kendujhar
Pararamanda College, Bolgada
Similiguda College, Similiguda
Malkangiri Arts College, Malkangiri
Mayurbhanj Junior College, Boys Union, Station Bazar, Mayurbhanj
Nabrangpur College, Nabarangpur
Niswartha, Social Organisation
Khariar College, Khariar
Allarnath Vocational College
Biswa Organisation and MITC (ITI) College
G. M College, and Pratham volunteers
Ullunda Panchayat Samiti Mahavidyalya
Rourkela Municipal College, Rourkela

PUDUCHERRY

IPRS

PUNJAB
DAV Police Public School, Amritsar
DAV Police Public School, Gurdaspur
Govt. Senior Secondary School, Patiala
Pahal
NSS College, Muktsar
Govt. College, Mansa
Sahara Jan Sewa
Baljinder College, Faridkot
Ranveer College, Sangrur
Bharti
Govt. Senior Secondary School, Fatehgarh Sahib
D. M College of Education, Moga
Shaheed Bhagat Singh Krantikari Society
DAV College, Abhor
Govt. College, Mohali
Shanti Swarup Memorial Education Society
Red Cross Society
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Consumer Unity & Trust Society (CUTS)
Lakshmi and Usha Mittal Foundation
Rajasthan B.Ed College, Dausa
Udghosh Social Welfare Society
Rajasthan Bal Kalyan Samiti
Suratgarh Educational & Social Welfare Trust
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Centurion Institute of Professional Studies
Shree Shanti Nath Vidya Bharti T.T. College, Jalor
Modern Institute of Computer Science
Grass-root Development Laboratory
Gravis
Vasundhara Seva Samiti
Society for Sustainable Development
Modi Institute of Management and Technology, Kota
Jain Vishva Bharti University, Ladnun
Bangar Govt P.G. College, Pali
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SIKKIM
Rhenock Govt. College
Namchi Govt. College, Kamrong
Tadung Govt.College

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Vidyarambam
People's Watch
Nether's Economic and Educational Development Society
Vidiyal Foundation
Rural Education for Social Transformation
Bharathi
Annai Kasthuri Magalir Mandram
Village People's Education for Rural Development Association
Tamil Nadu Green Movement
Koodu
Sakthitrust
Aram
Adalayam
Grass roots
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Swami Vivekandar Kalaikoodam
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Tripura Adivasi Mahila Samiti
Smt. Siktapal
Chetna Sansthan

UTTAR PRADESH
Avarti Welfare Society
Goswami Shiksha Prasar Samiti
Narayan Jan Kalyan Welfare Society
Shiya Welfare Society
Boys Scout And Girls Guide Welfare Association
Ragya Scout Guide
Nehru Yuvati Mandal
The Earth Welfare Society
Sewa Jagat Samiti
Social Welfare
Jan Jagran Shiksha Prasar Samiti Daha
Laxmi Jan Kalyan Sansthan
Student Federation Club
Parivartan Samiti
Jagdish Singh Kishan Vidhyalay Seva Sansthan
Mahila Upbhokta Sahkari Samiti Ltd.
Hepesh Garmoudyog Samiti
Mahila Samakhya
Army Man Social Welfare Society
Serva Hitkari Shiksha Prasar Samiti
Udgosh Welfare Society
Awasiya Seva Samiti
Akhand Jyoti Seva Sansthan Samiti
Ashray Sansthan
Nehru Yuva Club
Laxman Mahila Purush Bal Vikas Seva Samiti
Kamlangan Seva Samiti
Hari Kishan Public Inter College
Jan Kalyan Seva Samiti
Lavli Rsayan Sikshan Samiti
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Shiv Shakti Seva Sansthan
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Boudh Swyam Sahayta Samuha, Surgahana
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Nehru Yuva Sansthan
Third Eye Society
Radha Krishan Seva Samiti
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Samajik Vikas Sansthan
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Sani Gram Udhug Sansthan
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Shiv Poojan Shukla Smarak Samiti
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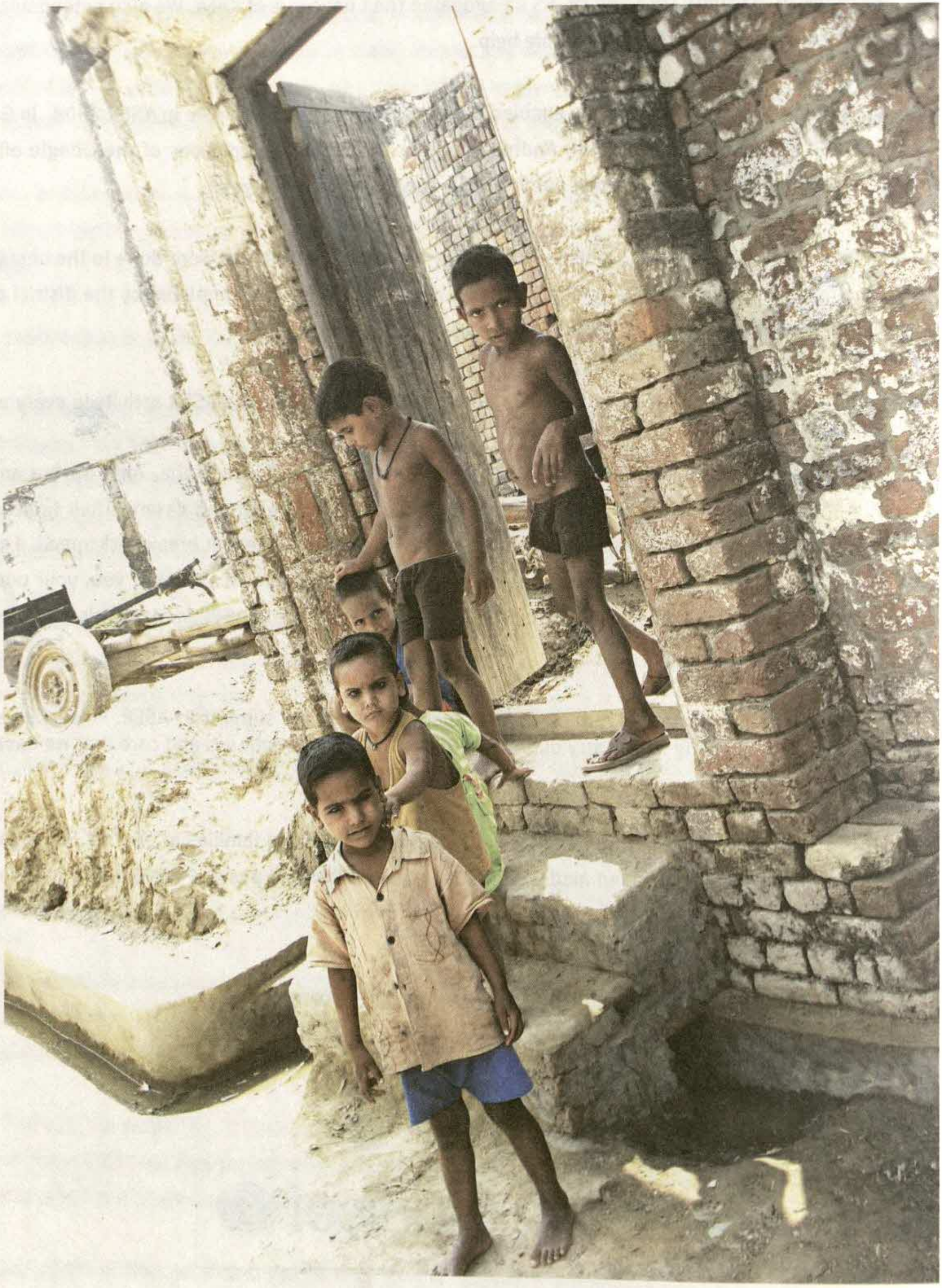

INDEX

CONTENTS

☐ List of Partners ii

☐ Acknowledgements vi

1. **Notes on ASER 2008**

☐ Is it working? Dr. Madhav Chavan 1

☐ What else do children know? New tasks in ASER 2008 Dr. Rukmini Banerji 3

☐ The Shift to Private Schools Amit Kaushik 6

☐ Private Schools: Do They Provide Higher Quality Education? Dr. Wilima Wadhwa 9

☐ Who is learning to Read? A Preliminary Exploration Dr. Suman Bhattacharjea 12

☐ ASER 2008: Financing Universal Elementary Education Dr. Anit Mukherjee and others 15

2. **About the survey**

☐ Sampling Strategy: ASER 2008 Rural Dr. Wilima Wadhwa 18

☐ Challenges of Generating District level Estimates Dr. Wilima Wadhwa 19

☐ What to do in the village? 20

☐ What to do in each Section/Hamlet 21

☐ How to sample households in a hamlet in a village? 22

☐ What to do in each household 23

☐ From 2005 to 2008: Evolution of ASER 26

☐ ASER 2008: Tests and testing 27

☐ ASER 2008: Reading tasks... 28

☐ How to test Reading? 29

☐ ASER 2008: Arithmetic tasks... 30

☐ How to test Arithmetic? 31

☐ ASER 2008: Telling Time 32

☐ ASER 2008: Currency tasks 33

3. ASER 2008 Rural: Findings 35

4. Are Children still out of School in India? Dr.Rukmini Banerji 41

5. The National Picture 47

6. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Goa, Gujarat 53

7. Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala 79

8. Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Nagaland, Orissa 105

9. Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh. 131

10. Uttarakhand, West Bengal, Dadra and Nagar Haveli, Daman and Diu, Puducherry 156

Maps

☐ Private schooling 8

☐ Reading and Math Std. III-V 36, 37

☐ Out of school Girls 7 to 10 and 11 to 14 .... 40, 43

☐ Reading and can tell time Std. V 44, 45

Annexures

☐ Age Class composition in sample 176

☐ Sample Description 181

☐ Village Infrastructure and Household Indicators 182

☐ Sample Design of Rural ASER 2008 183

☐ Survey formats 186

☐ Outlay Expenditure and Outcome 191

NOTES ON ASER 2008

IS IT WORKING?

Dr. Madhav Chavan[1]

There is every indication that even the poorest of India want education for their children. The question is whether governments, and their arms that are charged with the responsibility of providing education, are doing their work.

In physics, work is said to be done when a force moves an object through a distance. Mere application of force does not constitute work.

So, is the education system in India "working"? This is what we have been trying to track over the last four years. The UPA government came to power and declared its emphasis on transparency and on outcomes rather than mere outlays. It also took the welcome step of imposing a 2% cess on all Central taxes so that more force could be added to the ongoing efforts to change the status of education in India. The lack of current, country-wide, reliable, and independently measured information that is easy to understand provided the motivation for ASER in late 2005 when we sensed that in spite of the accepted ideals there was little movement on the governmental side to provide such information.

Four years is a long time in the life of a child, in the life of a school, in the life of a country. Over the last four years, the proportion of children out of school has dropped substantially although as the Government of India-commissioned study of 2007-08 and reports from ASER indicate, increased enrollment has yet to translate into a habit of going to school, especially in some of the Northern states. Alternatively, poor attendance is an indication of schools not functioning. Massive teacher recruitment has happened in a short time in many states and the pupil teacher ratio has improved substantially, at least at the state level. We have included in the annexures tables of approved outlays, expenditure, and some indicators such as PTR, % out of school children, and % children in Std I not knowing alphabets over three years. A state-by-state review by the reader is possible. For the first time, ASER has included an article on financing of education for the reader's ready reference.

So, the massive infusion of funds, construction of schools, recruitment of teachers, teacher training programs, mid-day meals, provision of textbooks, and such other actions constitute building up of the 'force'. The question still remains, is this force working against the forces of inertia to move education to higher levels?

It is often said that the impact of education takes a long time to show. In some ways this is obvious and true since a school-going child becomes a productive contributor to the economy and society only after eight or ten years. But, we have already spent four years. What have we achieved? And, how to measure progress? What tools to use? How frequently to measure?

ASER has chosen some simple tools and an annual measurement of learning levels at the very basic level. We test children even in Std V and above to see if they can read a Std II level text. We see if children in Std I can read paragraphs, but if they cannot, we go lower and check whether they can read simple words; if they cannot even do that we see if they know letters. Our assessment of arithmetic is similar.

Over the years, several independent researchers have used ASER tools and found them to work. We also see that several governments are now testing reading at a basic level. Some use ASER-like tools and some do not.

The annual use of this simple and rapid form of testing using over 20,000 volunteers mobilized and trained every year has indicated where change has happened and

Table 1: Comparison of ASER2007 with NCERT-MAS- Comprehension

States	NCERT 2007 Std V comprehension "facility value". Read text, read question, answer on paper	ASER 2007 % Std V children who can answer questions based on Std II text orally	CERT/ ASER
Jammu and Kashmir	37.97	32.79	1.16
Himachal Pradesh	51.5	74.71	0.69
Uttarakhand	42.9	64.18	0.67
Punjab	46.86	67.29	0.70
Haryana	46.69	63.61	0.73
Rajasthan	42.29	44.29	0.95
Uttar Pradesh	47.03	41.62	1.13
Bihar		64.14	
Jharkand	48.96	53.52	0.91
West Bengal	55.19	61.48	0.90
Assam	41.07	51.43	0.80
Gujarat	43.99	52.05	0.85
Maharashtra	49.95	71.08	0.70
Madhya Pradesh	48.77	74.57	0.65
Chattisgarh	39.48	54.15	0.73
Orissa	51.9	55.34	0.94
Andhra Pradesh	35.59	68.28	0.52
Karnataka	39.71	48.08	0.83
Kerala	51.93	74.83	0.69
Tamil Nadu	44.39	37.08	1.20
India	45.3	57.1	0.79

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[1] CEO and President, Pratham

where it has not. Tools that aim too high cannot capture the changes happening at the basic level under their radar. The simplicity of the tool enables ASER to capture even small changes effectively.

This raises the question that is asked in some quarters: how good is the ASER tool and technique? Perhaps comparing ASER results with other national level measurements will help answer the question.

The NCERT conducted a mid-term assessment survey of learning outcomes of Std V children some time in 2007. It reports a "facility value" for comprehension which is based on a child reading a 'story', reading questions based on it, and writing the answers. ASER2007 published numbers of children who could orally answer questions based on a Std II level 'story' regardless of their reading ability and the class in which they studied. The comparison, shown in Table 1, is quite close considering that one test requires written answers and the other oral.

States	Census 2001: Rural Female Literacy	ASER2006- rural: % women who can read	
		age 7-80	age 17-80
Andhra Pradesh	43.5	68.6	62.5
Assam	50.7	62.7	60.4
Bihar	29.6	44.6	32.1
Chhatisgarh	47.0	60.0	54.3
Goa	71.9	76.5	72.6
Gujarat	47.8	57.4	47.0
Haryana	49.3	60.5	48.3
Himachal	65.7	72.1	66.8
J & K	36.7	60.2	50.2
Jharkhand	29.9	51.7	37.8
Karnataka	48.0	50.9	45.0
Kerala	86.7	89.3	90.3
Madhya Pradesh	42.8	54.9	38.5
Maharashtra	58.4	64.1	56.3
Manipur*	57.0	69.5	70.8
Meghalaya	53.2	72.3	75.1
Mizoram	77.3	80.9	79.3
Nagaland	57.5	64.3	65.2
Orissa	46.7	57.8	49.7
Punjab	57.7	65.2	61.1
Rajasthan	37.3	68.7	62.6
Tamil Nadu	55.3	55.2	49.9
Uttar Pradesh	36.9	45.7	34.3
Uttarakhand	54.7	68.8	59.6
West Bengal	53.2	63.4	54.9
D &N Haveli	30.8	53.8	38.6
Daman Diu	59.3	70.1	62.6
Pondicherry	64.4	59.8	57.6
INDIA	**46.1**	**56.6**	**47.7**

The second comparison is on female literacy. People often wonder what Census of India means by literacy and dismiss it as a mere ability to sign one's name. Table 2 compares rural female literacy of 2001 with ability of women in the age group 7+ or 17+ as recorded by ASER2006. Over 550,000 older women and nearly 250,000 school-age girls from over 16,000 villages form the sample from practically all states and rural districts of India. Once again, the national rural female literacy number of 46.13 matches closely with ASER's figure of 47.7% women in the 17-80 age group being able to read at least simple sentences. The proportion for the 7-80 age group is much higher because school going girls are able to read more. This number –- 56.61% female readers — is a predictor of India's rural female literacy. We expect female literacy to go up to 60% by 2010. If girls learn to read better over the next two years, it could be higher by a couple of percentage points.

ASER2006 showed a big jump in learning in Madhya Pradesh. Unfortunately, neither the MP government, nor anyone else took this improvement, or what caused it, seriously at the time. There were doubts raised about how good ASER was in measuring learning. ASER2008 once again shows huge jumps in MP and Chhattisgarh and some improvement in other states. More importantly, it shows no improvement in many states.

ASER is not the platform to discuss what has caused the observed changes. We simply record that whatever force that was applied has caused a movement against inertia. That indicates that something has "worked".

It is important to note what has worked, where efforts have failed to work, and where there were no efforts. ASER provides evidence. If governments do not take a serious note of it, they could be accused of dereliction of duty.

Unfortunately, no one asks for resignations if children's learning does not improve. It is time that we do.

WHAT ELSE DO CHILDREN KNOW ? NEW TASKS IN ASER 2008[1]

Dr. Rukmini Banerji *

Every year in ASER we add something new. Something new about children, something new about their households, about their schools and their villages. While maintaining the consistency and comparability over time with the basic reading and arithmetic assessment tasks each year, the "new" items provide a huge nationwide opportunity to look at different aspects of our children's lives. The "new" items also enable us to explore different influences on children's schooling and basic learning across India.[1]

Until 2008, the children's activities in ASER had focused around basic reading, comprehension and arithmetic. But what about other things that children can do? All around us, in cities and in villages, we can see children engaged in doing many kinds of activities that need cognitive ability and calculations as well. We see children in the market – both buying and selling. We see children helping parents and family members with many tasks. For instance, I recall a conversation with an eleven year old girl in a village in Sitapur district in Uttar Pradesh. In the ASER test, this girl was having difficulty correctly identifying numbers up to 100. Just to put her at ease I started chatting with her about her daily life. There were nine people in her family. I asked her some questions about them. Very quickly, she could tell me the total number of rotis made in their kitchen for each meal, the number of utensils and vessels that were used in cooking and eating, how many clothes were washed every day, how much fodder was needed to feed the buffaloes that they owned. With a smile she said, "it is easy", she said "I don't have to do this on paper. I can do it in my head because I do much of this work anyway".

In our country in the elementary school age group, some children can read and some cannot; some can do numerical calculations and computations on paper and some cannot. ASER has been reporting on these basic arithmetic and reading abilities. But we know that children are capable of doing many more tasks outside the boundaries of the basic 3 Rs. The challenge is how to design assessment tasks for a large scale exercise like ASER that links what children do and know from their daily life to what they are supposed to know from textbooks and curriculum.

Much of our time in the months before ASER 2008 was finalized was taken up with designing and testing what such tasks could be, keeping in mind the constraints in terms of time, money and considerations of scale. We started off with a series of possibilities: Can children tell time? Can they read a simple school timetable?[2] Can they use a map? Can they identify famous people? Can they use currency? Not only are all of these daily tasks commonly done in households or schools and in the usual life of children anywhere but they are also part of the curriculum in early grades.

Time: The time task was the simplest one. Telling time is introduced by Std III or IV in almost every state arithmetic textbook. We started our tests using digital clocks as well as the traditional analog clocks. We used a variety of options – easier ones of telling time on the hour, on the half hour, fifteen minute intervals like 3:15, 3:30, 3:45 and then of course telling any time. Using these time tasks across villages in different Indian states, it became obvious that digital clocks were not common everywhere. Interestingly, at the outset we had assumed that being able to tell time on the hour or half hour or in fifteen minute intervals would be easier than being able to tell any time. However the piloting as well as the final results indicate that if a child can tell time, s/he can tell any time or not at all. Telling time was a relatively easy question to ask and straight forward question to answer. So it stayed in the final version of the ASER 2008 tool kit. Nationally, about half of all school going children can tell time correctly by Std 4 or Std 5 and about three quarters of all school going children can tell time correctly by Std 6.

School timetable: When we began to explore whether children can understand and use a timetable, we assumed that a timetable is a regular feature of any school. Like using a clock, it would simply be a matter of showing the child a timetable and systematically assessing how children can use it. Unfortunately, early in the piloting process we observed that in several states like Uttar Pradesh and Bihar, children even in Std 5 were not familiar with timetables. Most children needed explanations of what the matrix represented and then a discussion on the contents of the cells. We dropped this task as it seemed too complicated and variable for use in ASER.

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* Dr. Rukmini Banerji is Director, ASER Centre.

[1] For the first time ASER in 2008 collects information on household and village characteristics. These items are not covered in this note. However, the appendix to this report includes tables summarizing the household and village information that was collected.

[2] ASER 2005 and 2007 included school observations. ASER 2006 and 2007 looked at reading and comprehension. ASER 2006 assessed the reading levels of the women in the sampled households. ASER 2007 had the first nationwide survey of basic English reading and comprehension across India. In 2006, children were asked to calculate a arithmetic word problem. In 2007, the word problem had do with money.

Maps: In most states, maps appear in textbooks by Std III. For example, in Uttar Pradesh, Tamil Nadu, West Bengal, and Andhra Pradesh, the map of India is introduced along with the map of the state. In some cases (like Orissa, Karnataka, Gujarat), the state map with districts is introduced in Std III and then the country with state boundaries in Std IV. By Std V, children in all states have been exposed to the map of India with all the state boundaries. Furthermore, in many government primary schools around the country there is a map of the state and/or of India painted on the walls of the verandah or the classroom. Unlike other reading materials which may or may not be available in block head quarters in districts, maps of India and of the state are readily available in stationery shops anywhere. The point is that even for village children, maps are accessible and visible, in textbooks and elsewhere.

Given this context, the experience of using maps with children in the preparatory phase of ASER 2008 was disappointing. We tried variations of maps – all variations were of maps of India with state boundaries. We tried asking children to point to their own state, to neighbouring states on blank maps. We tried the same thing with maps where some state names were included. In each case, a vast majority of children were unable to do any of the naming tasks. In fact, the testing of maps also indicated that the surveyors themselves were struggling with being able to identify the major states and name them correctly.

There is a big lesson from the experience of using maps in the preparatory phase of ASER 2008. We need to work much harder across the country to enable children to be able to do different kinds of visual representation. Deciphering maps and visual representations of known geographies like their home, school and neighbourhood. Perhaps understanding maps of local areas and then of districts, states and countries will come later.[3]

Famous people: Who are people, past or present, whose face every Indian child should be able to recognize by the time he or she is 10? We needed pan-Indian famous people because in ASER we ask children across the country to do the same tasks. We started off the famous people exercise with black and white pictures of the founding fathers of the country. But beyond Gandhiji and Nehru, others like Ambedkar, Tilak, Sardar Patel, Maulana Azad, Netaji were not recognized. More recent famous people included Indira Gandhi, Rajiv Gandhi, Manmohan Singh, erstwhile President Kalam, current president Pratibha Patil, Atal Bihari Vaipayee, Sonia Gandhi etc. Here too, beyond Indira Gandhi, the percentage of children being able to recognize people was low. People who are well known but not in politics include cricketers and film stars. Although name recognition of Sachin Tendulkar or Dhoni was high, distinguishing them in pictures was much harder for rural primary school children. The same was true for movie stars.

Who do our children meet in textbooks? This was another fascinating exercise. For example, if we compare textbook content across states, we see, for instance, that West Bengal in Std III and IV introduces Subhas Chandra Bose, Swami Vivekananda, Sri Ramakrishna and Jagdish Chandra Bose to its children. In Bihar, the list of famous people starts with Rani of Jhansi, Begum Hazrat Mahal, Tilak and Gokhale, Madame Cama, Sardar Patel, Rajagopalachari, Maulana Azad, Dr, Rajendra Prasad, Khan Abdul Gaffar Khan and so on. In Karnataka, the focus is on social reformers and on regional leaders.

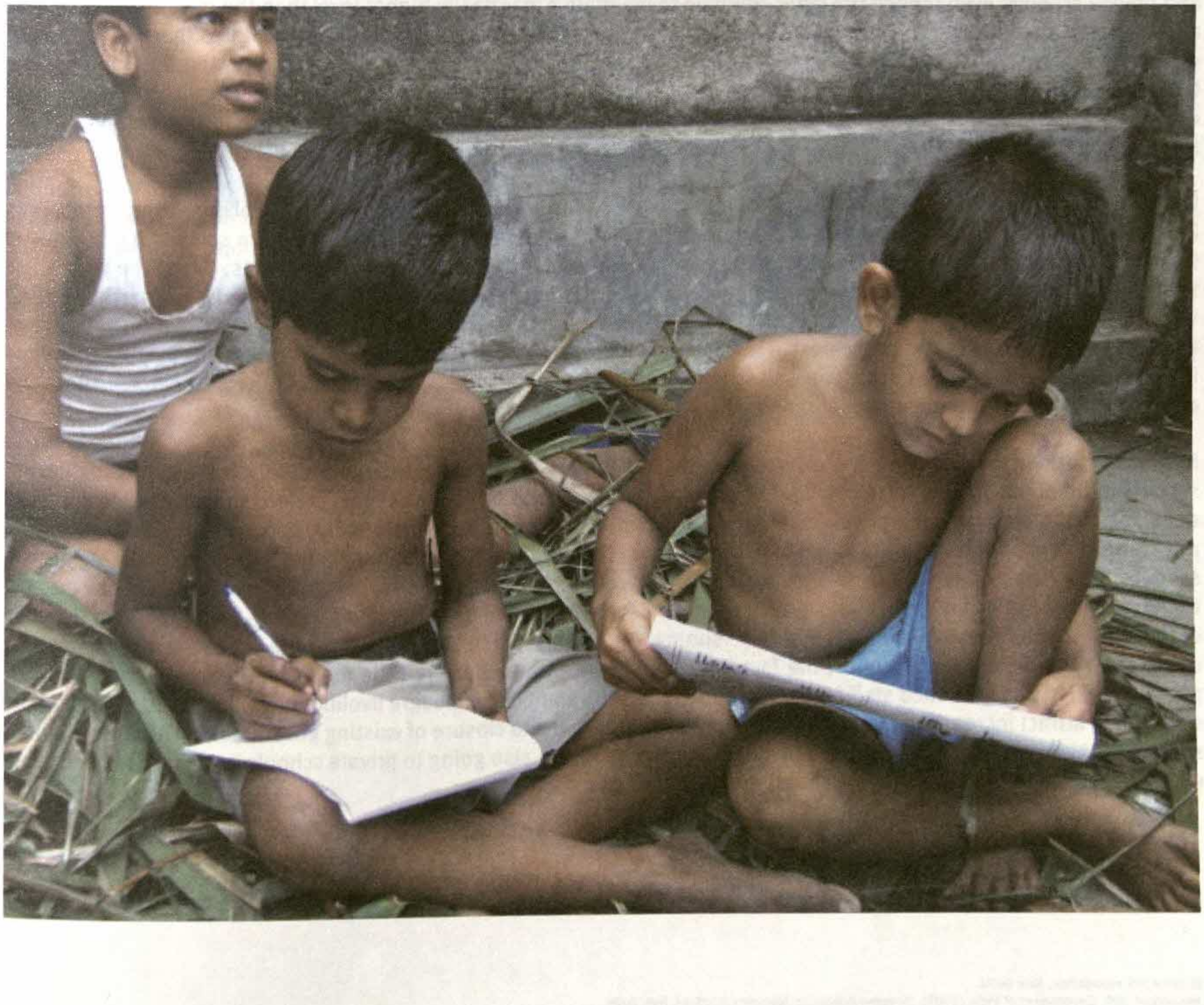
The famous people task was dropped as we could not come up with a set of comparable options, of contemporary or past Indians across the country. Again, as in the case of maps, the exercise made us all think hard. Is it important for children in primary grades to have a common set of people that they know about? If so, we will need to work hard to figure how who these people should be, on what basis should they be chosen and what should children know about them.

Currency tasks: Children handle money from an early age. In previous years, as part of the arithmetic test, we had asked children several word problems involving transactions like "your mother gave you Rs. 50 to go buy vegetables. You spent Rs. 35, how much was left?" or " I gave you Rs. 50. You bought notebooks and pencils worth Rs. 28. How much was left? Children could derive answers to these questions in whatever way they liked – they could write, count, use objects etc. Across the country, among school going children, almost half could answer these questions correctly by age 10. This was very similar to their ability level of doing a numerical two digit subtraction problem with borrowing.

But what if we gave children actual money and observed what they can do? In 2008, there were two different money related tasks. The tasks were designed so that even children in early grades could participate.

The first task involved comparisons of ten rupee notes and five rupee coins. The aim was to see if children could compare across different combinations of these notes and coins and say whether the amount was greater or smaller (or equal). In the second task, children were given some currency notes (combination of hundred rupee notes, fifty rupee notes, ten rupee notes) and asked the total amount that was given to them. The All India findings indicate that a quarter of children in Std I could do both these tasks correctly; this figure is close to 50% in Std II. It is worth remembering that in an average Std II class in rural India, almost half of all children cannot as yet correctly recognize numbers up to 100, and only 16 percent of children can solve a numerical two digit subtraction problem with borrowing.

The basic design of ASER is simple: only a few tasks are done with all sampled children but they are done on a massive scale – with almost half a million children across India. The architecture of ASER therefore presents both a huge opportunity as well as a challenge. The simplicity is essential given the scale and the speed of ASER. ASER is also intended to be a common man's tool for understanding what children know and should know. The domain of children's learning and student achievement is a vast one. Internationally, this field is an industry in itself. In our country as well, between the existing and on-going NCERT national studies of student achievement and the forthcoming national survey by Education Initiatives, we can look forward to in-depth understandings not only of what children know but also of how to help them better. But in the meanwhile, as citizens of India, as funders of Sarva Shiksha Abhiyan, and most importantly as parents of children, we need to experiment with tools and methods that we can use easily, that help us know our own children better, and that enable us to help them develop their potential.



THE SHIFT TO PRIVATE SCHOOLS

Amit Kaushik[*]

For the fourth year running, the Annual Status of Education Report (ASER) has taken a snapshot look at children and schools in rural India. Carrying forward a process started in 2005, this year the Report covers 570 rural districts of the country, surveying various aspects of education in rural India, from enrolment and provisioning to learning levels.

As before, the good news is that the increasing trend in school enrolments appears to be holding; more children are enrolled in school than at any previous time in our history, with 95.7% of children in the age group of 6-14 years enrolled in some form of elementary school. However the official drop out rate of nearly 49%[1] implies that much will need to be done to keep in school those who have enrolled, and to retain the half that is likely to leave before completing the elementary stage of education. Rather surprisingly, this trend of increased enrolment is not observed in the 3-6 year age group, where on an all India basis, the number of children not attending either a school or *balwadi* has increased marginally in 2008 for each age, albeit staying lower than the numbers reported in 2006.

Sadly, even though most children are enrolled in school, they do not appear to be learning very much. In general, learning levels appear to be stagnant or declining, with for instance, only 41 percent across Grades 1 to 8 being able to read simple stories in 2008 as opposed to 43.6 percent in 2005. Similarly, only 27.9 percent children across grades could do simple division sums in 2008, as compared to 30.9 percent in 2005. This decline is observed in both government and private schools, even though the latter continue to maintain a marginally higher level than the government schools, at least on an all India basis. However, as has been shown elsewhere in this Report, in many States there is little or no difference in the performance of government and private schools, and in many the performance of the latter is far lower than that of government schools in some of the other, more educationally advanced States. In an uncomfortably large number of cases then, receiving a private school education would clearly seem to be no guarantor of acquiring any significantly better learning.

Despite this, one aspect of ASER 2008 that should cause policy makers some concern is the trend of increasing enrolments in private schools. The all India figure of children in the 6-14 year age group enrolled in private schools has increased from 16.4 percent in 2005 to 22.5 percent in 2008, with significant increases in many of the States. Given the large scale investment that has taken place in the government education system under *Sarva Shiksha Abhiyan* (SSA), partly financed through the collection of the Education Cess since 2004, the reasons behind this increase bear examination. This trend acquires added significance in the context of The Right of Children to Free and Compulsory Education Bill, 2008, introduced in Parliament last month, which mandates all schools, including unaided ones, to provide for at least 25 percent allocation of seats to children from the neighbourhood who belong to economically weaker sections.

It is worth recalling that the number of private and unaided—and in an increasingly large number of cases, unrecognised—schools in India has increased rapidly in the last few years, yet data on these schools is hard to come by[2] (even ASER does not distinguish between private aided, unaided and/or recognised). A nationally representative survey of rural private schools conducted in 2003 found that 28 percent of the rural Indian population had access to fee-charging private schools in the same village[3]. Such schools provide an alternative to government schools, often perceived as low quality, to those who can afford them. Yet the quality of these private institutions is often questionable, particularly in the case of the hand-to-mouth establishments that have sprung up all over. While the phrase "private school" evokes images of upper crust Doon School-like clones, the fact is that a significant number are little more than teaching shops, run by poorly qualified and untrained staff for whom the school is the source of a meagre livelihood. Despite this, such schools continue to attract increasing numbers of children, leading at times to closure of existing government schools for want of students[4]. Also, many children enrolled in government schools are also going to private schools in clear cases of double enrolment, or as in West Bengal, to schools camouflaged as tuition centres,

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[*] Director SRF Foundation, New Delhi.

[1] Ministry of HRD, Government of India (2007), *Selected Education Statistics 2005-06*, New Delhi.

[2] See for instance, Kingdon, Geeta G (1996), "Private Schooling in India: Size, Nature and Equity Effects", *Economic and Political Weekly*, New Delhi, December.

[3] Muralidharan, Karthik and Kremer, Michael (2006), "*Public and Private Schools in India*", Harvard University, Boston.

[4] See for example, "Low Turnout, Waning Popularity Push MCD Schools To Brink Of Closure", *The Hindustan Times*, New Delhi, 26th December, 2006.

This trend of increased private school enrolments is also interesting for another reason. The five States that report the greatest increase in ASER 2008 are, in decreasing order, Nagaland, Kerala, Goa, Jammu & Kashmir, and Himachal Pradesh, with Punjab, Rajasthan and Karnataka not far behind. In the case of Kerala and Goa, nearly half of all enrolled children in the 6-14 year age group attend private schools. Four out of five of these States are considered to be reasonably educationally advanced, with significant investment in the public education system, financially and socially. In the case of Nagaland for example, in the immediate aftermath of the introduction of the Nagaland Communitisation of Public Institutions and Services Act, 2002, greater community ownership of schools was seen as having led to a reduction of drop out rates, improvement in teacher attendance, improvement in academic results, as well as a reverse shift of enrolment from private to government schools[5]. This trend now appears to have been reversed in the State yet again, with private school enrolments increasing from 10 percent in 2005 to 41 percent in 2008.

Similarly, Himachal Pradesh has always been considered one of the better performing States when it comes to education. In 2005, when the first ASER was released, the performance of government schools in the State in reading and math was higher than that of private schools; by 2008, this gap appears to have narrowed, with the performance of children from the latter almost equal in reading and better in math. Enrolments in private schools in the State during the same period have increased from 7 percent in 2005 to 24 percent in 2008.

The reasons for the shift to private schools will need to be investigated in some detail by persons more competent than this writer; they are however, likely to at least include any or all of the following: a perception that private schools are better than government ones, improved or enhanced disposable incomes, increased availability of private schools in the neighbourhood, and a demand for so-called English medium education, especially in the wake of the globalised economy. Schools under private management (both aided and unaided) rose from 15.15 percent in 2004-05 to 16.86 percent in 2005-06, and to 18.86 percent in 2006-07[6], clearly reflecting an upward trend. Whatever the reason behind increasing numbers of parents preferring private school education, it would seem that privately managed schools are here to stay and will need to be addressed accordingly.

With nearly one-fifth of all schools in the country under private management, it would be useful to examine the manner by which their standards can be improved so that overall learning levels can improve. Part of the answer may lie in The Right of Children to Free and Compulsory Education Bill, 2008, which could allow the government to bring back the concept of the aided school which has fallen into disuse in most States. But no matter what route is taken, it would appear that the role of private schools is likely to be of increasing importance in the years to come; how we make best use of them will determine the future of our children and our own future as a nation.

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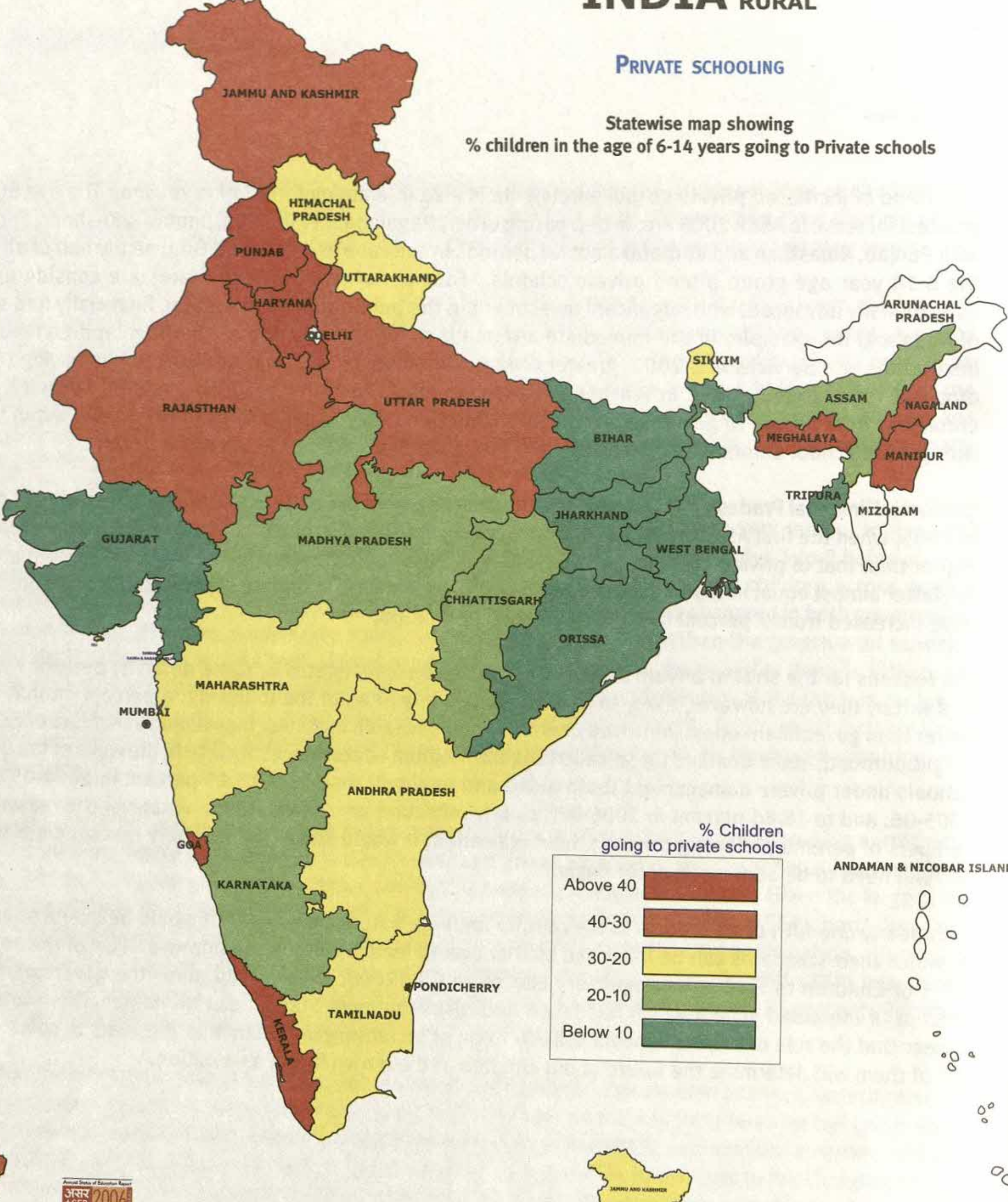
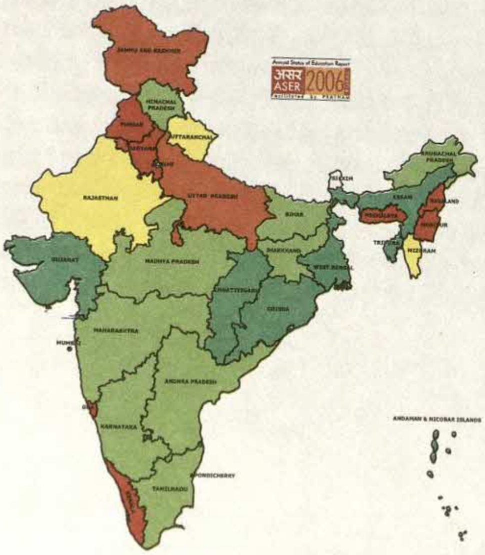
[5] UNICEF (2004), "*Communitisation and Resurgence of Naga Social Capital: Impact Assessment of Public Institutions and Services in Nagaland*", ODEC, Chennai.
[6] Mehta, Arun C (2008), "*Elementary Education in India: Progress towards UEE*", NUEPA, New Delhi.

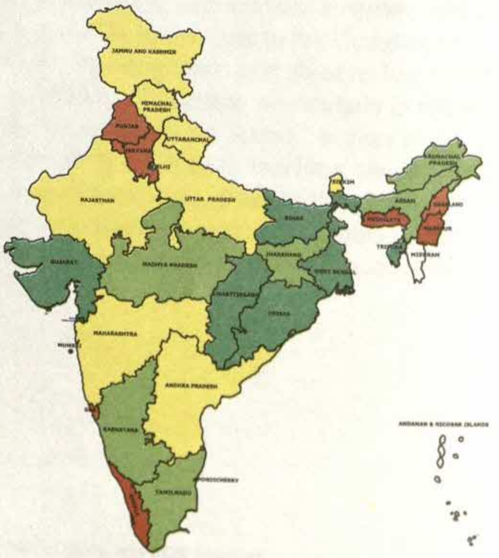
INDIA RURAL

PRIVATE SCHOOLING

Statewise map showing
% children in the age of 6-14 years going to Private schools







Maps may not be accurate or to-scale. These are mere representations.

PRIVATE SCHOOLS: DO THEY PROVIDE HIGHER QUALITY EDUCATION?

Dr. Wilima Wadhwa*

This is the fourth year of ASER and this unique survey of the status of learning in rural India has become a much awaited report for policy makers. Every year state administrations use it to evaluate the impact and progress of their primary education programs. The sheer size of the survey also makes it very amenable for academic research. However, one of the shortcomings of ASER often cited by researchers is that it does not have information on enough "controls".

ASER, as the acronym suggests provides the status of learning, not the reasons behind it. Learning depends on many things. Apart from the child's innate (unobserved) ability, how well the child is learning will depend on the characteristics of the child, the school the child goes to, the household the child lives in. Child characteristics would include things like age, gender, whether the child gets additional help (tuition), etc. School characteristics include the type of school the child goes to, facilities available in the school, teacher characteristics, etc. And, household characteristics include parents' education, household income, etc.

While the ASER survey has information on child characteristics and most importantly on learning, it has not had information on a lot of other variables that might affect learning. Given the purpose of the survey and how it is conducted, collecting data on additional demographic characteristics has not been one of its priorities. However, over the years ASER has collected information on additional variables that might affect learning outcomes.

The core of ASER has been information on basic reading and arithmetic. This information, therefore, is collected and disseminated every year since ASER's inception in 2005. However, every year ASER adds information on additional variables --- demographic, school as well as testing information from new tools. In 2005, ASER investigators visited one government private school in each of the sampled villages and collected data on school facilities and teacher and student attendance. This was repeated in 2007. In 2006, the mother's education level was recorded and mothers were also tested for basic reading. Since 2006, ASER has continued to record the mother's education level, though they have not been tested in 2007 and 2008. In 2007, children were also asked whether they paid for additional tuition. ASER 2008 adds information on household assets and village infrastructure variables.

In the households the investigators were asked to enquire about the availability of various assets like phone, electricity, television, and livestock. Whenever possible they were asked to observe the presence of the asset. In addition, they noted what type of house the child lived in --- katcha, semi-pucca or pucca. In the absence of income data, household assets are the most reliable proxy for the affluence of the household. Income/affluence is found to be correlated with learning outcomes via providing access to better learning inputs.

Similarly, ASER investigators this year were asked to record village infrastructure variables. They were asked to observe whether the sampled village had a pucca road leading to it, whether it had a bank, post office, STD booth, PDS shop, government primary school, government middle school, government secondary school and whether it had a private school. Like the household variables, village infrastructure variables might proxy for certain educational opportunities.

There is a huge debate on whether private schools provide better education. Indeed, there is plenty of anecdotal evidence about parents' perceptions about the better quality of private schooling. According to ASER, between 2005 and 2008, the percentage of rural 6 - 14 year olds going to private schools has increased from 16.4% to 22.5% at the All India level. However, there are wide variations across states. Kerala more than doubled private school enrolment between 2005 and 2008 --- from 22.4% to 49%. UP and Punjab are the other high private school states. Private school enrolment in these states increased from 27.9% to 35.9% and 25.3% to 41.7%, respectively, between 2005 and 2008. On the other hand, Bihar, Chattisgarh and West Bengal have very low enrolment in private schools. For instance, in Chattisgarh private school enrolment increased from 4% in 2005 to 10% in 2008. On the other hand, in Bihar, it has fluctuated between 8 and 10% and in West Bengal between 3 and 8%.

What the above numbers imply is that regardless of the initial level, private school enrolment has been increasing steadily in rural India in the last 4 years. So the obvious question is: Why? The most logical answer maybe because they provide better education.[1] Indeed that is the story one hears from many parents. They would rather send their children to private schools because the inputs (teachers, facilities, etc.) are better there - the link between inputs and learning is assumed to exist. This hypothesis seems to be borne out by the data as well. In class 5, the proportion of fluent readers in private schools was 68% as compared to 53% in government schools.[2]

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* Dr. Wilima Wadhwa is Director, ASER Centre.

[1] There could be other explanations as well. It could simply be an access issue – government schools are just not there. While this might be important at the secondary school level it certainly is not the case at the primary school level. The government's drive to increase educational inputs seems to have paid off, at least at the primary level. In the ASER 2008 sample of over 16,000 villages, 93% had a government primary school, and there was not much variation in this number across states.

The question then is that can one safely say that this large learning differential is entirely attributable to the better quality of education being provided in private schools? Is it not possible that a particular type of child goes to private schools and this kind of child finds it easier to learn? It is not difficult to construct scenarios where the difference in educational outcomes is entirely due to factors other than school inputs.

For instance, the positive correlation between household income and private schooling is well documented. In the ASER 2008 sample, about 50% of private school children came from homes which had "pucca" walls and roof. The corresponding number for government school children was only 25%.[3] Now, it is possible that richer households have more educated parents who help their children with school work or get them additional help in the form of, say, private tuition. Therefore, the children perform better and the better performance is not due the better quality of school inputs but is attributable to home inputs.

The point of the above example is that there are many factors that affect how children learn. Therefore, drawing conclusions from simple correlations may not be the right thing to do. To see the impact of private schools, one will first have to control for the effect of other factors that affect learning outcomes.

In the past many of these controls have been missing from the ASER dataset. ASER 2008, for the first time, has information on household assets that can be used as a proxy for household income. It also has mother's schooling data, which is a very important determinant of not only whether the child goes to school but also of the child's learning levels. A serious shortcoming of the dataset, however, is the absence of school level variables.[4] Keeping this caveat in mind, we proceed with the following analysis.

A simple model was estimated for learning in classes 1-5. The outcome variable was whether the child is able to read a Std. 1 text or more. This was related to the following characteristics:[5]

- Age of the child (and any non-linear effects associated with age)
- Gender of the child
- Whether the child's mother had gone to school (and any differential impact of this variable across gender)
- Type of school the child goes to (government/private/other)[6]
- Type of house the child lives in (katcha/semi-pucca/pucca)
- Other household assets (phone, television, electricity)
- Characteristics of the village the child lives in (whether a pucca road leads to the village, whether the village had a bank, post office, STD booth, PDS shop, government primary school, government middle school, government secondary school and whether it had a private school)
- Which state the child lived in (to capture different educational policies across states)

Controlling for everything else, a child with an educated mother has a higher probability (by about 6 percentage points) of being a reader. Girls have a lower probability of being readers (by about 1 percentage point) compared to boys. However, this gender bias disappears for girls whose mothers have been to school. All households asset are positively correlated with learning and as discussed earlier, this is because they capture the effect of higher household income. However, among household assets the largest effect is that of having a "pucca" house and that of having a phone in the house. Once we control for household characteristics, most of the village level variables are not significant determinants of primary school learning levels. This is understandable, since household characteristics are likely to be highly correlated with village infrastructure. For instance, if the village is electrified, houses located in it are likely to have electricity. There are two exceptions however. Even after controlling for household assets, children living in villages with a government secondary school and/or an STD booth are likely to have higher learning outcomes.[7] So connectivity matters for learning - at both the household as well as the village level. Similarly, villages with a government secondary school might be more "developed" which might be correlated with learning. For instance, it is possible that government primary schools that are a part of a larger secondary school are of a better quality because these larger schools have access to greater and better resources.

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[2] Fluent readers are defined as those who can read the Std. 2 level text.

[3] In the absence of income, the type of house is a good proxy for affluence.

[4] In 2007, ASER collected information on facilities in government primary schools. The survey also identified children who went to the surveyed schools allowing us to investigate the link (if any) between school facilities and learning. However, since only government schools were visited, any analysis exploring the correlation between school infrastructure and learning outcomes could not explore this relationship in private schools.

[5] The model was a linear probability model with state fixed effects estimated for the 20 major states. To account for differences in schools across states, state fixed effects were interacted with the school type variable.

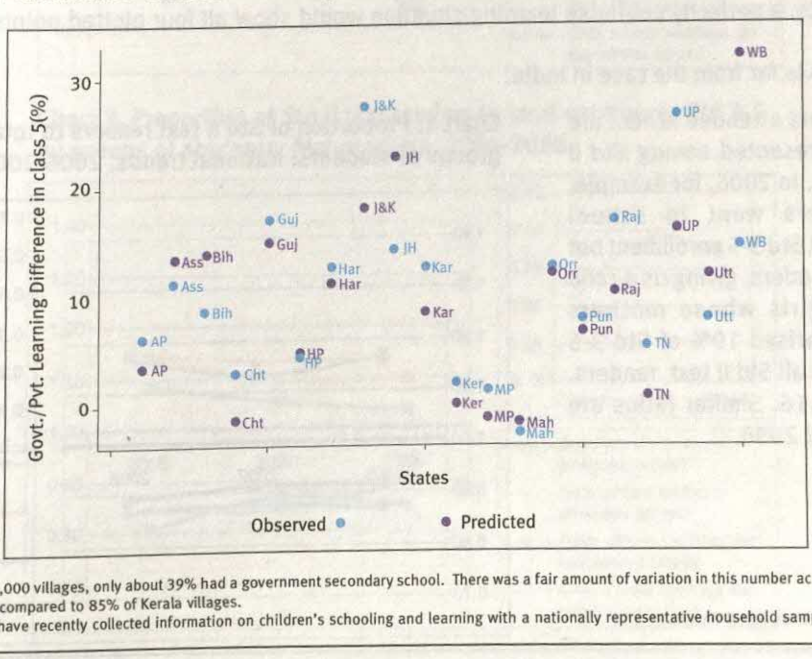
[6] Type of school was also interacted with the class the child was in to take into account differences in classes across schools.

Once we control for all these factors, children going to private schools still have a learning advantage over their government school counterparts. However, this advantage which is about 9 percentage points for children in class 5 at the All India level varies a lot across states. Recall that the difference in learning levels in class 5 was 15 percentage points. Of this differential then, about 40% is attributable to factors other than the fact that the child goes to a private school.
Figure 1 shows the differential in learning levels in government and private schools for children in class 5 across different states. For each state, the "observed" and the "predicted" differential has been plotted. The "observed" differential refers to the difference in class 5 learning levels computed directly from the data and the "predicted" difference refers to the differential computed from the model after controlling for all the other variables that might affect learning. There are a few points that emerge from Figure 1.

- In most states (13 out of 20), the observed difference is greater than the difference after we control for other factors. Therefore, the "school effect" is not as much as it seems.
- In Assam, Bihar, Jharkhand, Uttarakhand and West Bengal, once we control for other factors, the differences between government and private schools get exacerbated. In these states, private schools are doing better than what the data would suggest at first glance.
- In Himachal, Maharashtra and Orissa there is no narrowing in the differential after controlling for other factors.
- In some states the difference between government and private learning outcomes completely disappears once we control for other factors - Chattisgarh, Kerala, Madhya Pradesh and Tamilnadu. All these are very interesting states: Kerala has the highest learning levels and also the largest proportion of children in private schools. Chattisgarh had large gains in learning in 2008 and has only 10% children in private schools. Similarly, Madhya Pradesh made huge improvements in learning in 2006 and has managed to retain the gains. Tamilnadu, is at the other end of the spectrum, with consistently low levels of learning since 2005, despite having probably the best supply of educational inputs. Madhaya Pradesh and Tamilnadu have similar levels of private school enrolment - about 15%.

So, we return to our fundamental question: do private schools deliver better learning outcomes? The answer from this preliminary analysis is "it depends". Clearly, more analysis needs to be done. Until recently there have been few nationally representative samples of households with children's learning data and with information on households and villages.[8] The availability of such data opens up greater opportunities to get a better understanding of the differences between private and public provision of elementary education in rural India. This research is critical in today's India. On the one hand, we see big increases in private school enrollment each year and on the other hand, we see large scale attempts by governments to enhance learning in primary grades. Holding other things constant, it is imperative that we understand where children are likely to learn better.

Figure 1: Differences between Learning Outcomes between Government and Private Schools



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[7] In the ASER 2008 sample of over 16,000 villages, only about 39% had a government secondary school. There was a fair amount of variation in this number across states – only 18% of UP villages had a government secondary school compared to 85% of Kerala villages.
[8] University of Maryland and NCAER have recently collected information on children's schooling and learning with a nationally representative household sample.

WHO IS LEARNING TO READ? A PRELIMINARY EXPLORATION

Dr. Suman Bhattacharjea*

Four years of ASER data provide a wealth of possibilities for exploring trends in children's educational status over time. One fact that emerges in any such exploration is that in a country as large and varied as India, every state has a unique story to tell.

The Sarva Shiksha Abhiyan framework on quality issues in primary education cites the 1992 National Policy on Education: "...irrespective of caste, creed, location or sex, all children must be given access to education of comparable standards". We can use ASER data to analyze what progress has been made on a very basic task -- teaching primary school children to read.

This question has an overall "quality" dimension (are there changes in overall reading levels among children in government primary schools?) and an "equity" dimension (are all children learning to read, or only some?).

This preliminary analysis looks at Std II text readers in Std 3-5 in government schools across the country. ASER classifies children as Std II text readers if they can read a text whose level of difficulty is equivalent to that of the Std 2 textbook in use in the state.

ASER data reveal that at the national level, the percentage of children in Std 3-5 in government schools who are Std II text readers has hardly changed in the last three years: 35% in 2006, 37% in 2007, and 36% in 2008 (inset graph on Chart 1). However, these aggregate figures mask substantial differences between groups of students:

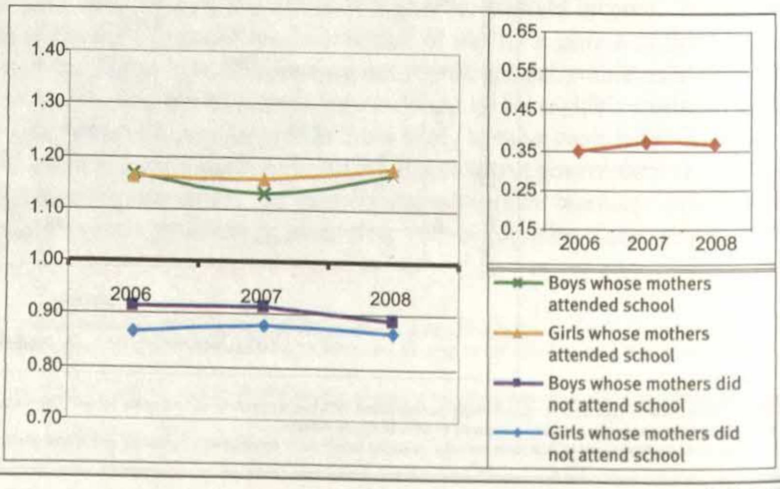
- Children whose mothers did not attend school achieve a far lower level of reading proficiency than children whose mothers did attend school.
- Within the category of children whose mothers did not attend school, girls achieve consistently less than boys.

These findings are based on the hypothesis that if we divide the total student population into distinct subgroups, each subgroup should - in a perfectly equitable, even if flawed, learning situation - be represented among Std II text readers in the same proportion as their representation in the population as a whole. To use an example, if 30 out of every 100 students enrolled are girls whose mothers are uneducated, then the same proportion (30 out of every 100, or 30%) of all Std II text readers should also be girls whose mothers are uneducated. And if these two percentages are the same, the ratio between them gives us 0.3/0.3 =1. By the same logic, in a perfectly equitable learning situation, every other group of students (girls with educated mothers, boys with uneducated mothers, boys with educated mothers) would also be represented among Std II text readers in the same proportion as their representation in the total population of students, giving us a ratio of 1. Therefore, if we were to plot the proportion of Std II text readers to total enrollment for each of these four groups of students, a perfectly equitable learning situation would show all four plotted points coinciding at 1.00.

As Chart 1 shows, this is far from the case in India.

Children whose mothers attended school are substantially overrepresented among Std II text readers in Std 3-5. In 2006, for example, boys whose mothers went to school comprised 21% of total Std 3-5 enrollment but 25% of all Std II text readers, giving us a ratio of 1.17. Similarly girls whose mothers attended school comprised 19% of Std 3-5 enrollment but 22% of all Std II text readers, giving us a ratio of 1.16. Similar ratios are observed for 2007 and 2008.

Chart 1. Proportion of Std II text readers to total enrollment Std 3-5 by groups of students: National trends, 2006-2008



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* Dr. Suman Bhattacharjea is Director, ASER Centre.

If children whose mothers did go to school are overrepresented among Std II text readers, then children whose mothers did not go to school are by definition underrepresented. As Chart 1 shows, in 2006, the ratio of Std II text readers to total population works out to 0.87 for girls and 0.91 for boys.

This situation has shown practically no change over the last three years. Disparities are, if anything, increasing.

Mothers' education is used in this analysis as a proxy for non-school variables that affect children's learning. Children whose mothers did not attend school are more likely to face a range of social and economic constraints on their opportunities to learn. Although school systems cannot affect children's socioeconomic characteristics, they can take these into account in the design of interventions intended to improve learning outcomes. The obvious conclusion is that government primary schools have consistently failed to address the learning needs of disadvantaged students.

Once we look at individual states, however, it turns out that the "story" at the national level hides far more than it reveals.

There are states like Assam and Gujarat, where overall reading levels show a steady decline and differences between groups are growing. Then there is Karnataka, where overall reading levels are increasing - but so are differences between groups (Chart 2). There are also states like Maharashtra (Chart 3), where overall reading levels first improved and then worsened, but differences between groups have declined over the three years (greater equity).

Chart 2. Proportion of Std II text readers to total enrollment Std 3-5 by groups of students: Karnataka, 2006-2008

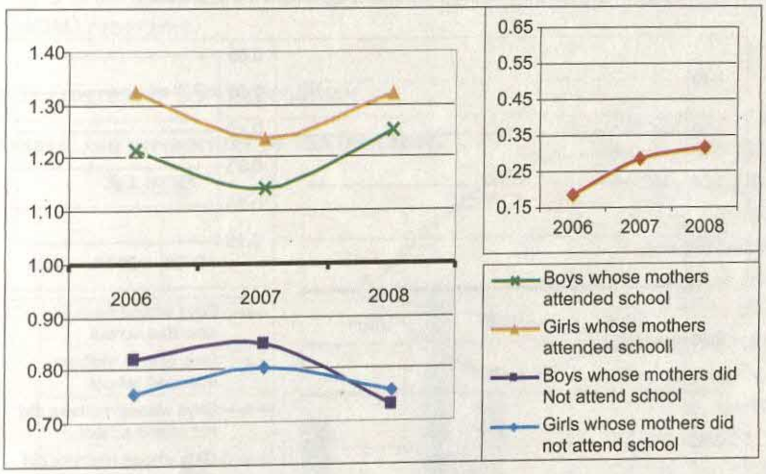


Chart 3. Proportion of Std II text readers to total enrollment Std 3-5 by groups of students: Maharashtra, 2006-2008

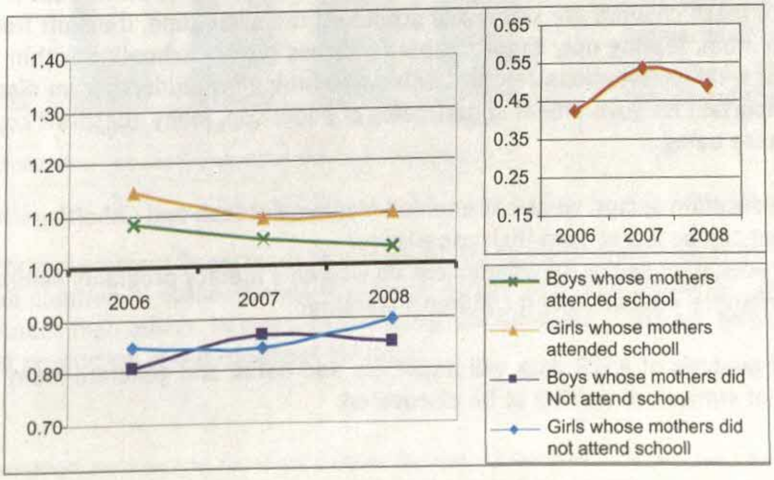
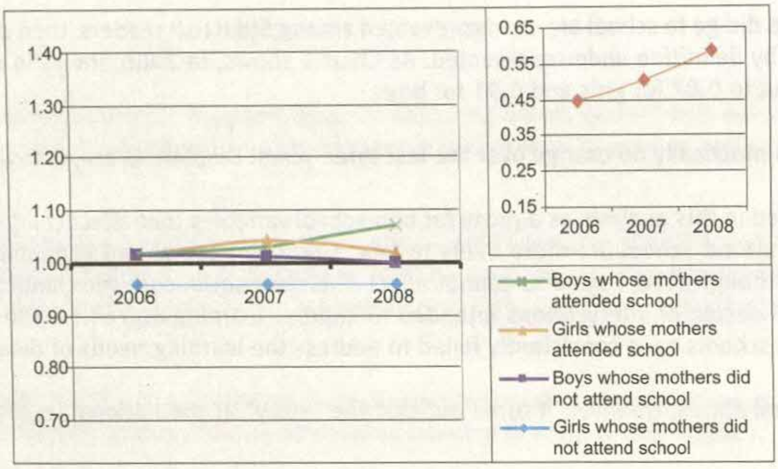
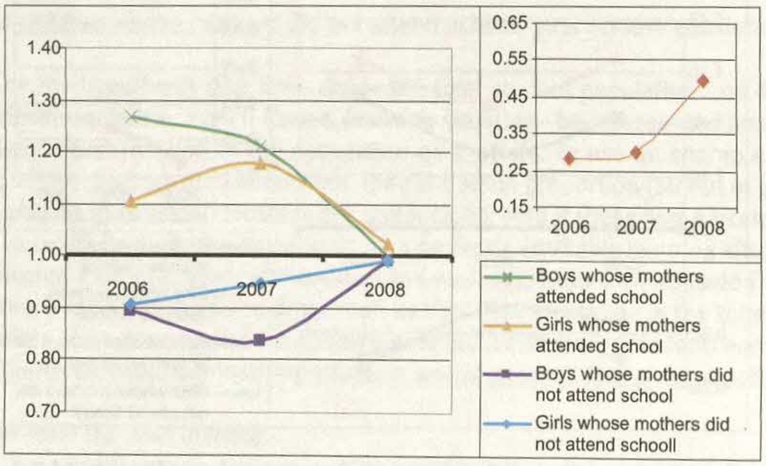


Chart 4. Proportion of Std II text readers to total enrollment Std 3-5 by groups of students: Madhya Pradesh, 2006-2008



There is, fortunately, some good news as well. Two states in the country have shown that it is indeed possible to ensure that all children enrolled in government primary schools learn to read. Madhya Pradesh has demonstrated close to the ideal trajectory for several years now (Chart 4), while Chhattisgarh has shown dramatic progress during this last year (Chart 5).

Chart 5. Proportion of Std II text readers to total enrollment Std 3-5 by groups of students: Chhattisgarh, 2006-2008



Clearly this preliminary analysis only provides the introduction to the story. As we inch closer to universal primary enrollment, only the hardest to reach children are still out of school. At the same time, the shift from government to private schools is gaining momentum, leaving only those unable to access private schooling within the government system. Therefore the question of what interventions can best enhance learning for students from disadvantaged backgrounds becomes increasingly important for government departments of education. Many questions could be explored, perhaps the most important of these being:

- Within the primary education sector, what has enabled Madhya Pradesh and Chhattisgarh to achieve such impressive results, and what can be learnt from their experience?
- Beyond the primary education sector, to what extent do women's literacy programs demonstrate awareness of the clear link between mothers' education and children's learning?

More rigorous statistical analysis of ASER data will doubtless add detail and generate many more questions. And an infinity of entirely different stories are waiting to be discovered.

ASER 2008: FINANCING UNIVERSAL ELEMENTARY EDUCATION

Dr. Anit Mukherjee* , Satyam Vyas* and Yamini Aiyer*

India's universal elementary education initiative known as Sarva Shikha Abhiyan (SSA) is one of the largest such programs anywhere in the world. Started in 2001-02, SSA has marked a watershed in publicly funded basic education in the country. During the first five years of SSA until 2006-07, the total expenditure in the program was around Rs.36,000 crore, shared by the Centre and State governments. Considering that there are nearly 21 crore children in the elementary school age, the expenditure per child works out to be just over Rs.1700 over five years in addition to the expenditure that the states have been incurring annually.

These numbers must be looked at in its proper context. Before SSA came into existence, elementary education was predominantly financed by State governments. Even with the substantial expenditure through SSA, only 20 percent of the total public expenditure on elementary education is being spent by the Central government. What the extra resources of SSA has done, however, is to increase the level of spending in school infrastructure, appointment and training of teachers, and inputs for enhancing learning outcomes. These are the very areas where the State governments were not being able to provide enough resources in the decade of the 1990.

Financing a program of the size of SSA requires both revenue mobilization and implementation capacity. During the first phase of SSA, the Central government contributed 75 percent of the total releases, while the State government filled in the rest 25 percent. Resources from lenders and donors such as the World Bank, DFID and European Union (EU) were pooled with the budgetary support from the Central government. Allocations were made on the basis of annual plans drawn up by the States. These were supposed to be the outcome of a planning exercise starting from the school and local community at the bottom and worked upwards as per the needs of the block and district levels. Finally, the UPA government imposed an education cess of 2% on all taxes in the 2004-05 budget as additional revenue mobilization to fund both SSA and the mid-day meal (MDM) programs.

Figure 1: Progress in SSA expenditure

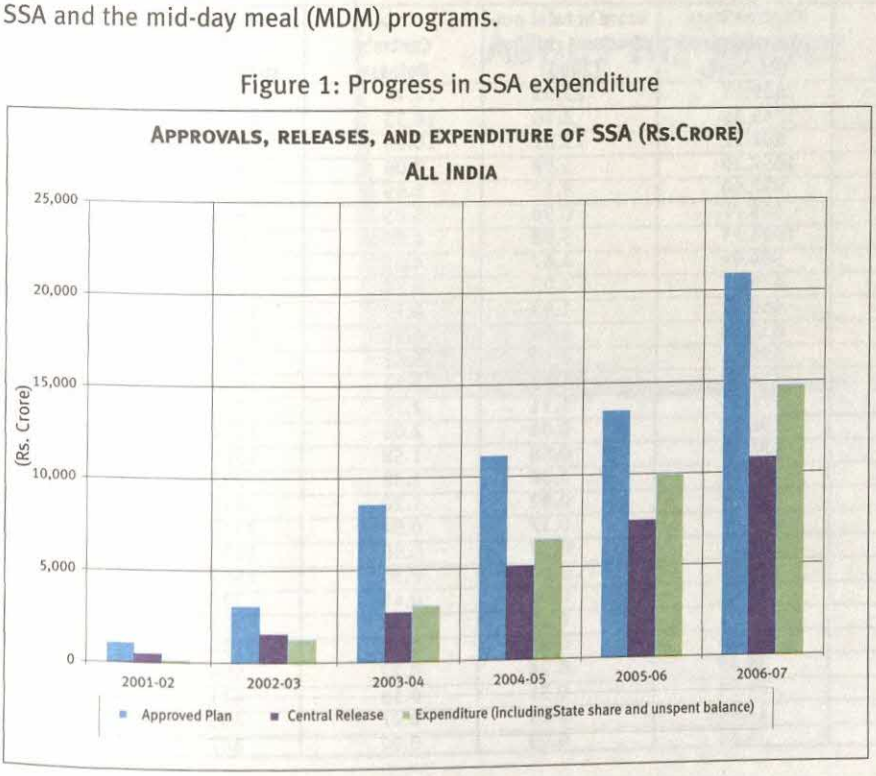


Figure 1 shows the progress of resources released by the Central government from 2001-02 to 2006-07. The expenditure to approval ratio increased steadily from 15% in 2001-02 to just over 70% in 2006-07. Moreover, the contribution of the State governments has also increased to the requisite 25% of total SSA funding, denoted by the excess of expenditure over releases by the Centre. Looking at the figures from the other side, 30% of the approved budget of SSA is not being utilized. This indicates that the size of the annual work plans submitted by most state governments is beyond their implementation capacity.

One rationale for the Central government financing is to ensure equity in elementary education provision across states. The objective of putting all children in school means that those states with high proportion of out-of-school children would require higher resources than others. In terms of financing, the difficulty in India is that the states that are most populous have the highest proportion of out-of-school children.

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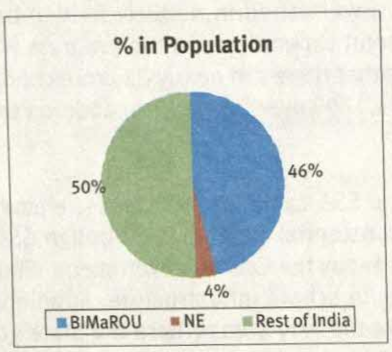
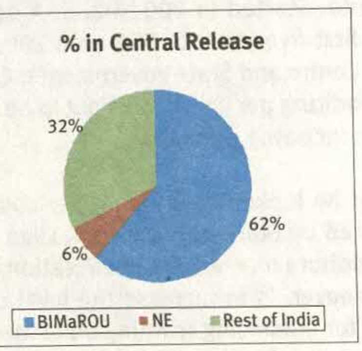
[1] Anit Mukherjee is Fellow, National Institute of Public Finance and Policy, Satyam Vyas is a Research Associate at the ASER Center, and Yamini Aiyer is Director, Policy Initiative

As per an MHRD-sponsored study, 70 percent of out-of-school children in 2005 were concentrated in five states – UP, Bihar, Madhya Pradesh, Rajasthan and West Bengal. In 2006-07, the share of these states in Central allocations for SSA just exceeded 50 percent. On the whole, therefore, SSA resources have been allocated to those States that needed it the most to ensure that all children are in school. The following pie chart also shows that the BiMaROU states (including Orissa, Jharkhand, and Chattisgarh) obtained 62 percent of Central releases compared to their population share of around 46 percent.





The per-child expenditure in various states shows a mixed picture, presented in Table 1. Although UP has the highest share of the Central releases, its per child expenditure in SSA is less than that of Haryana. On the other hand, Chattisgarh's per child SSA expenditure is more than double that of West Bengal. Bihar's per child SSA expenditure is nearly the same as Tamil Nadu, which has about one-third of Bihar's share in Central releases. This essentially means that even with increased resource transfers from the Centre through SSA, the gap in per child expenditure in educationally backward states still exists.

Table 1: Central Releases and Per Child Expenditure in SSA: 2006-07

State	Centre's Release (Rs.Crore)	Centre+State Expenditure (Rs.Crore)	Share in total out-of-school children (2005)	% of Centre's Release	Per child SSA spending (Rs.)
Uttar Pradesh	2066.54	2829.13	22.53	19.25	770
Madhya Pradesh	1108.80	1345.76	8.16	10.33	1071
Bihar	1081.73	802.22	23.89	10.08	429
Rajasthan	758.10	1057.29	5.98	7.06	918
West Bengal	639.12	932.60	9.12	5.95	666
Karnataka	542.06	525.77	0.90	5.05	623
Maharashtra	521.59	1026.73	3.98	4.86	615
Jharkhand	520.86	504.04	4.67	4.85	883
Assam	514.18	439.27	4.03	4.79	730
Chhattisgarh	511.82	653.92	1.92	4.77	1554
Orissa	440.11	637.54	4.08	4.10	1030
Andhra Pradesh	388.61	599.44	2.50	3.62	474
Tamil Nadu	363.29	411.19	1.45	3.38	455
Haryana	256.47	274.80	1.31	2.39	712
Jammu & Kashmir	220.83	198.12	0.04	2.06	1211
Uttaranchal	169.34	188.94	0.88	1.58	1209
Gujarat	148.07	280.30	2.86	1.38	292
Punjab	128.80	157.70	0.82	1.20	416
Arunachal Pradesh	89.85	101.40	0.17	0.84	3379
Himachal Pradesh	62.51	104.21	0.17	0.58	1137
Tripura	53.30	76.98	0.04	0.50	1869
Kerala	43.82	99.99	0.04	0.41	235
Meghalaya	42.94	42.91	0.17	0.40	725
Mizoram	34.45	46.63	0.01	0.32	2194
Nagaland	23.15	38.45	0.24	0.22	994
Manipur	18.90	21.54	0.51	0.18	471
Goa	7.24	11.08	0.01	0.07	695
Sikkim	4.62	8.36	0.03	0.04	647

Going forward, the next phase of SSA will see the share of the States increasing progressively to 50 percent at the end of the 11th Plan in 2011-12. In case additional Central transfers do not increase, states like UP, Bihar, West Bengal and Assam will need to mobilize their own revenues to sustain the expansion in annual SSA plan size. However, the ultimate outcome of increased expenditure is reflected in better infrastructure and improved learning achievement. As ASER 2008 shows, some states have performed admirably, while others have not. The crucial question is how to eliminate the inequities in quality of learning across the country. The SSA financing architecture may need to be re-evaluated keeping this goal in mind.

ABOUT THE SURVEY

SAMPLING STRATEGY : ASER 2008 RURAL

Dr. Wilima Wadhwa*

What's new in ASER 2008

The purpose of the ASER 2008's rapid assessment survey in rural areas is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage. The latter set of questions is different each year.

ASER 2006 and 2007 tested reading comprehension for different kinds of readers. ASER 2008 has for the first time questions on telling time and oral math problems using currency. In addition, this year's ASER survey has incorporated questions on village infrastructure and household assets. Investigators were asked to record whether the village visited had a pucca road leading to it, whether it had a bank, ration shop, etc. In the sampled households, information on assets like type of house, phone, television, etc was recorded. This will be able to better establish the links between household affluence and learning.

As compared to previous years, ASER 2008 is fairly lean in the number of variables on which information has been collected. Instead the attempt this year has been to strengthen and streamline the process. Master trainers were trained for 4 days and before they conducted training in each district. In each district 2 – 4 villages were re-visited after the survey in order to check how the survey was conducted.

Sampling Strategy (Household sample - children's learning and enrolment data)

The sampling strategy used will help to generate a representative picture of each district. All rural districts will be surveyed. The estimates obtained will then be aggregated (using appropriate weights) to the state and all-India levels. Like last year, the sample size is 600 households per district. The sample is obtained by selecting 30 villages per district and 20 households per village.

The villages were randomly selected using the village directory of the 2001 census. The sampling was done using the PPS (Probability Proportional to Size Sampling) technique. The PPS is a widely used standard sampling technique and is the appropriate technique to use when the sampling units are of different sizes. In our case, the sampling units are the villages. This method allows villages with larger populations to have a higher chance of being selected in the sample.

The ASER sample is a rotating panel of villages. Every year, 10 old villages are dropped, and 10 new villages are added, giving a common sample of 20 villages. In ASER 2008, the 10 villages from 2005 were dropped. The villages from 2006 and 2007 were retained in the sample and 10 new villages were added. The 10 new villages were also chosen using PPS. The 20 old villages and the 10 new villages will give us a "panel" of villages, which generates more precise estimates of changes. Since, one of the objectives of ASER is to measure the change in learning, creating a panel is a more appropriate sampling strategy.

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* Dr. Wilima Wadhwa is Director, ASER Centre.

CHALLENGES OF GENERATING DISTRICT LEVEL ESTIMATES

Dr. Wilima Wadhwa*

One of the key elements that went into the design of ASER was that it should provide district level estimates of learning. This had clear implications for the sample size. Therefore, the sample size at the district level would have to be large enough so as to get reliable estimates at the district level. In ASER 2005 we started with 400 households per district, but found it to be insufficient and increased it to 600 households per district in 2006.

With 600 households, we get in excess of 1000 children per district, which is a reasonably large sample. However, the problem is that often we are not interested in the entire population of children, but rather in sub-populations. For instance, we might be interested in children in a particular class. At the sub-population level, the sample size becomes much smaller, which creates jumpiness in the estimates.[1] This problem is mitigated to some extent by merging sub-populations so as to get sufficient observations. For example, we look at classes 3 – 5 together.

A more serious problem is that while we are interested in child characteristics, our sample is household based.[2] The consequence of this is that we cannot control the distribution of children we get in the survey.[3] In one year we may get more children in class 1 compared to other classes and this will be reflected in learning levels. If the following year the distribution changes in favor of higher classes, one will observe fluctuating learning levels.

The problem is exacerbated by the fact that the age-class distribution is also highly variable. This gets averaged out at the state level, but can create jumpiness at the district level. The tables below give the age-class distribution of the same district in 2006, 2007 and 2008. In 2006, there were about 15% five year olds in class 1. This increased to 29% in 2007 and then fell to 19% in 2008. Similarly, in class 3, 61% were 8 year olds. This fell to 36% in 2007 and 30% in 2006. In the same district, the percentage of children in class 1-2 who could recognize numbers or more fell from 76.1% in 2006 to 52.5% in 2007 and then increase slightly to 53.7% in 2008. In class 3-5, the percentage of children who could read at least a Std 1 level text, fluctuated even more – between 62% in 2006, 37.7% in 2007 and 27.1% in 2008.

	2008 Class					2007 Class					2006 Class				
Age	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5	18.8	3.7	0.0	0.9	0	28.8	4.6	2.1	0.6	0.7	14.6	0	0.0	0	0
6	35.8	7.4	4.9	2.7	1.1	43.7	16.5	5.4	3.5	0.0	71.9	17.0	5.3	0.7	0.5
7	26.7	26.5	9.8	4.5	2.2	16.2	25.6	11.9	5.9	0.7	5.3	51.7	5.3	2.1	1.5
8	9.1	33.3	29.9	16.2	8.9	8.1	28.9	35.8	18.7	5.9	5.3	20.3	60.9	11.0	11.1
9	4.2	9.9	19.5	11.7	14.4	1.8	11.6	24.7	18.7	12.4	1.8	8.2	17.9	44.8	7.6
10	2.4	14.2	20.7	35.1	34.4	0.9	7.9	11.5	33.9	34.0	0.6	1.1	7.3	31.0	47.5
11	1.8	0.6	3.7	9.9	13.3	0	2.1	3.3	9.4	19.0	0	0.6	1.5	3.5	8.1
12	1.2	2.5	8.5	11.7	13.3	0.0	2.1	3.7	5.9	19.6	0	0.6	1.0	4.1	17.2
13	0	0	1.2	2.7	7.8	0.5	0.0	0.8	1.8	2.6	0.6	0	1.0	2.1	3.5
14	0	0.6	1.2	1.8	2.2	0	0.8	0.4	0.6	2.6	0	0	0	0	1.0
15	0	0	0.6	1.8	0	0	0	0.4	0	0.7	0	0	0	0	1.5
16	0	1.2	0	0.9	2.2	0	0	0	1.2	2.0	0	0.6	0	0.7	0.5

The point is that ASER district level estimates can and do fluctuate. There can be several reasons behind that including an insufficient sample size. However, we need to investigate these reasons, not disregard the estimates. If we could double the sample size, do a complete houselist, control the population of children we get, the estimates could be improved. However, there is a tradeoff between costs (monetary, time and manpower) and the greater precision of estimates – these are the challenges of generating district level estimates.

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* Dr. Wilima Wadhwa is Director, ASER Centre.

[1] Out of school estimates which use the entire sample fluctuate much less across years at the district level.

[2] For more details on why a household based sample was chosen see the note on Sample Design in the Appendix.

[3] A complete listing of children in the village would be required to sample a pre-defined distribution of children. See the appendix for more details.

WHAT TO DO IN THE VILLAGE?

Instructions given to volunteers

A list of 30 villages with block names for each district will be provided to each district team. If is VERY IMPORTANT that each and every village on the list is visited and 20 randomly selected households per village are surveyed.
This note outlines basic instructions of what to do in a village. Surveyors need to follow these instructions in the field strictly.

Contact Sarpanch : *Introduce yourself to the Sarpanch or to other senior members of the Panchayat. Tell them about ASER. Get the approximate number of households in the village from the Sarpanch. Often the number of households can be used to figure out if you are in the correct village.*

HOW TO MAKE A MAP AND MAKE SECTIONS

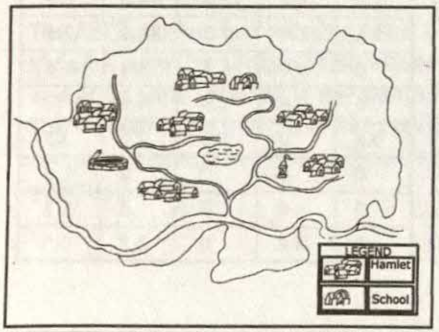
To start MAKING A MAP — walk & talk:

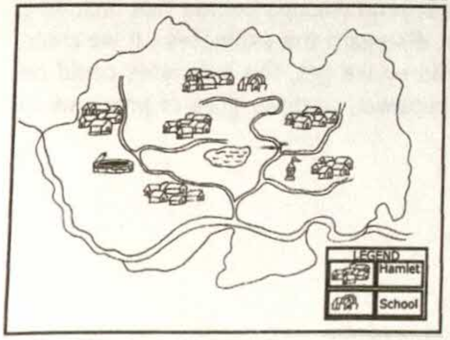
- To get to know the village, walk around the whole village first before you start mapping.
- **Talk to people:** How many different hamlets/sections are there in the village? Where they are located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? Tell them about ASER. This initial walking and talking may take more than an hour.

Map:

- **Rough map :** It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to first draw a map on the ground so that people around you can see what is being done. Use the help of local people to show the **main landmarks** – temples, mosques, river, road, school, bus-stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map. If you can, mark the directions – north, south, east, west.
- **Final map :** Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, then copy it on to the map sheet that has been given to you.

Village with hamlets:





ONCE THE MAP IS MADE, HOW TO MAKE SECTIONS IN THE MAP:

- Marking and numbering sections on the map you have made
- If it is a village with hamlets:
  - o Mark the hamlets on the map and indicate approximate number of households in each hamlet.
  - o If the village consists of more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits.
  - o On the map, indicate which hamlets were randomly picked for surveying. If there are 4 or less hamlets, then go to all of these hamlets.
  - o Do not worry if there are more people in one hamlet than in other. We will survey that hamlet as long as there are househols in it.
- **If it is a village with continuous habitation:**
  - o **Divide the entire village into 4 sections geographically.**
  - o **For each section, note the estimated number of households.**

WHAT TO DO IN EACH SECTION/HAMLET

- In the entire village, information will be collected for **20 randomly selected households:** 5 households from each of the 4 hamlets/sections.

- Go to each hamlet/section. **Try to find the central point** in that hamlet/section. Stand facing dwellings in the center of the habitation.

- Conduct the survey with **every 5th household rule.** While selecting households count only those dwellings that someone lives in. In every 5th dwelling (ghar/house):

  - o **Multiple kitchens :** Ask how many kitchens or 'chulhas' there are? If there is more than one kitchen, then **randomly select any one of the kitchens** in that household. After completing survey in this house proceed to next 5th house. (House in this case refers to the every 'door or entrance to the house'). In each selected household, ask about all children in the age group 3 to 16 who eat from the same kitchen.

  - o **No children :** If there are no children in the age group 3 - 16 in a household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take the following information like name of head of the household and total number of members of the household. **Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.**

  - o **House closed :** If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". **THIS HOUSEHOLD DOES NOT COUNT AS A SURVEYED HOUSEHOLD.** DO NOT INCLUDE THIS HOUSEHOLD IN THE SURVEY SHEET. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.

  - o **No response :** If a household refuses to participate, note that down on your compilation sheet as "No response". However, as above, **THIS HOUSEHOLD DOES NOT COUNT AS A SURVEYED HOUSEHOLD.** DO NOT INCLUDE THIS HOUSEHOLD IN THE SURVEY SHEET. Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.

- **Stop after** you have completed **5 households in each hamlet/section.** If you have reached the end of the section before 5 households are sampled, **go around again** using the same every 5th household rule. If a surveyed household gets selected again then go to the next household. Continue the survey till you have 5 households in the section.

- Now move to the next selected hamlet/section. Follow the same process.

- Make sure that you go to households ONLY when children are likely to be at home. This means that it should be on a Sunday.

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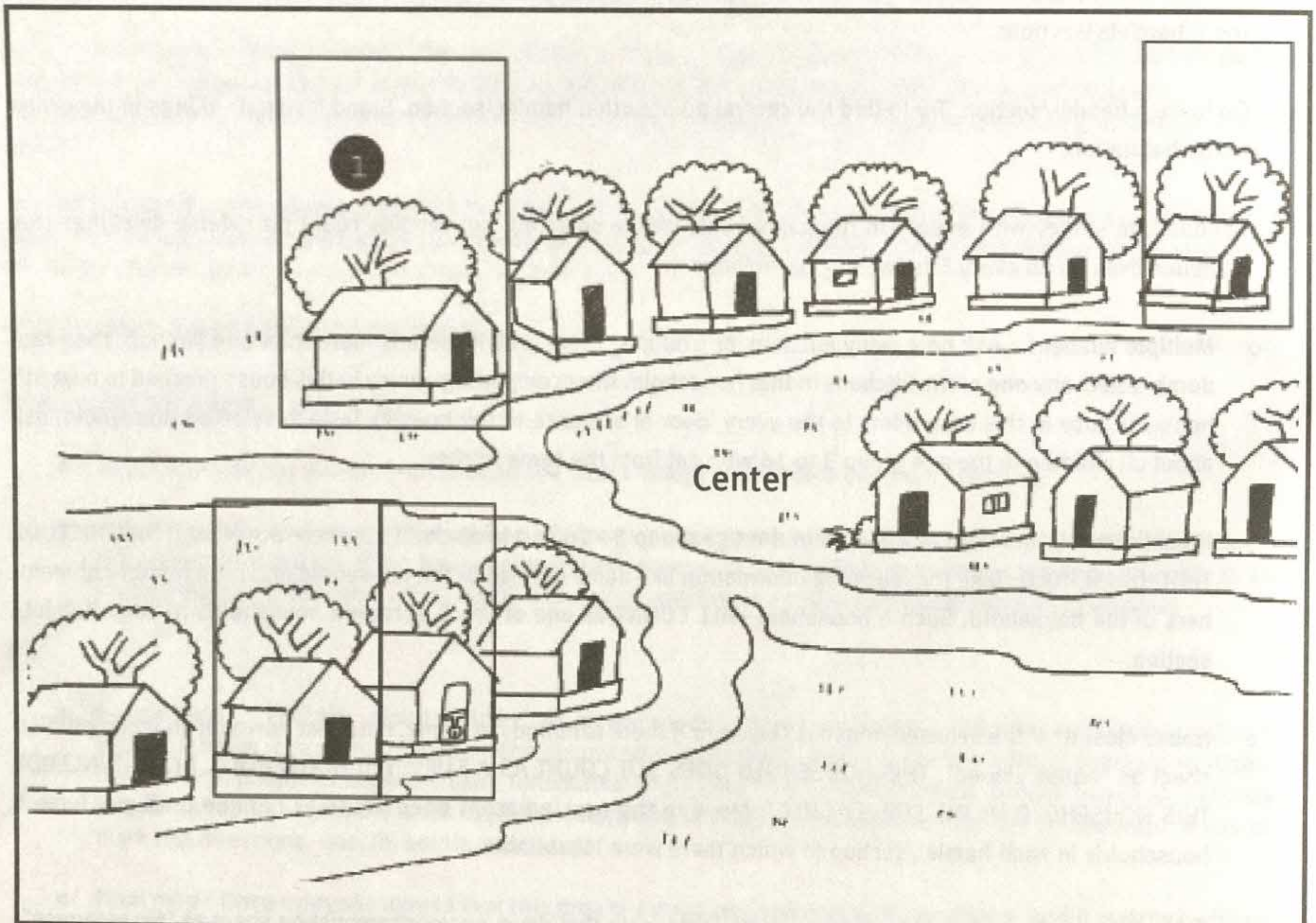
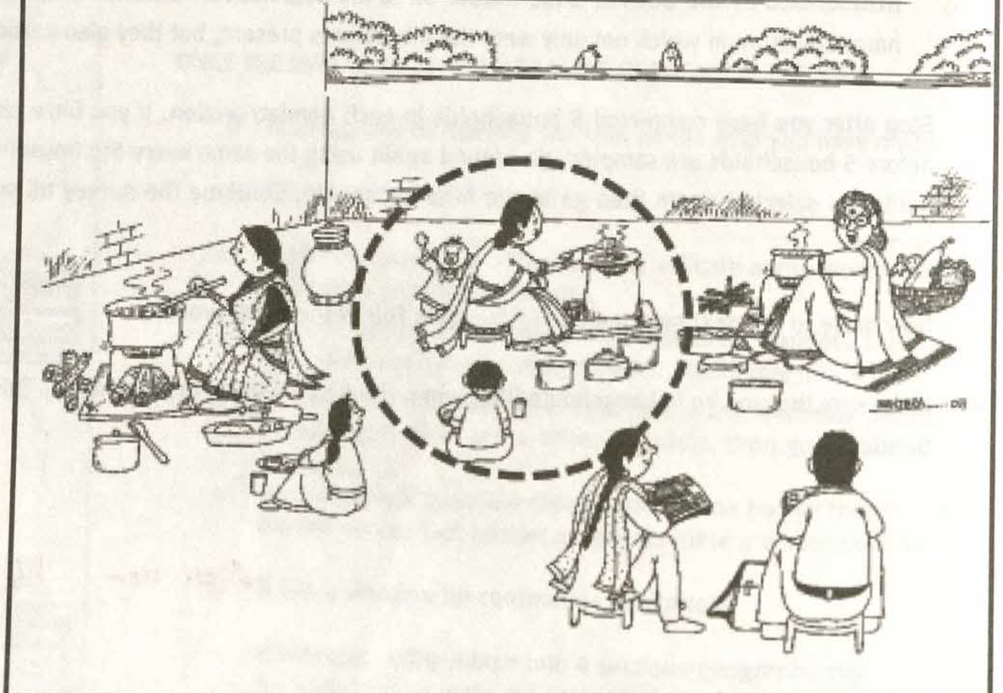
HOW TO SAMPLE HOUSEHOLDS IN A HAMLET IN A VILLAGE?



What to do in a house with mutiple kitchens?



WHAT TO DO IN EACH HOUSEHOLD

IN EACH SAMPLED HOUSEHOLD: We will note information about the household. We will take information about children in that household who live there on a regular basis.

Household with multiple kitchens : In case of a household with multiple kitchens, randomly pick one and record the total number of members who eat from that chosen kitchen.

- **Children 3 to 6:** On the household sheet, note down the child's name, age, whether they are attending anganwadi (ICDS) or any kind of pre-school center. This applies to children who are in nursery, LKG, UKG, etc. **We will not test these children if they are under 5.** If the child is not going to any anganwadi/preschool, etc., note it down under the "Not going to Anganwadi" section.

- **Children 5 to 16:** On the household survey sheet, note down child's name, age and all other details. **All children in this age group will be tested** in basic reading, basic math and bonus test questions. (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

- **Mothers:** Note down information about the mother for each child in the age group 3 to 16, e.g., mother's age, whether she has attended school or not and up to what class she has studied. **Please ensure that the mother's data is recorded for every child (each row).**

- **Dropped out children who are not currently in school:**
  - Probe carefully to find out the class in which the child was in when she left/dropped out of school. Note the drop out class irrespective of the fact whether the child passed or failed in that class.
  - Record the actual year when the child left school. E.g. if the child dropped out in 2002 write '2002'. Similarly if the child dropped out in the last few months write '2008'.

Other things to remember:

Ask members of the household as well as neighbours about who all live in the sampled household on a **regular basis.** We will take information only about these children.

- Older children: Often older girls and boys **(in the age group 11 to 16) may not be thought of as children. Be sensitive** to this issue. Avoid saying "children". Probe about who all live in the household to make sure that nobody that is in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive to this issue.

- Children who are not at home but somewhere in the village: Often children are busy in the household or in the fields. If the child is in the village, but not at home, take down information about the child, like name, age, schooling status. Ask family members to call the child so that you can speak to her directly. If she does not come immediately, **mark that household and revisit** it once you are done surveying the other households.

- Children out of the village: If there are children in the family but who are not present in the village on the day of the visit, do not take their details.

- Visiting children : **Do not survey or test** children who are visiting their relatives or friends in the sampled village or household.

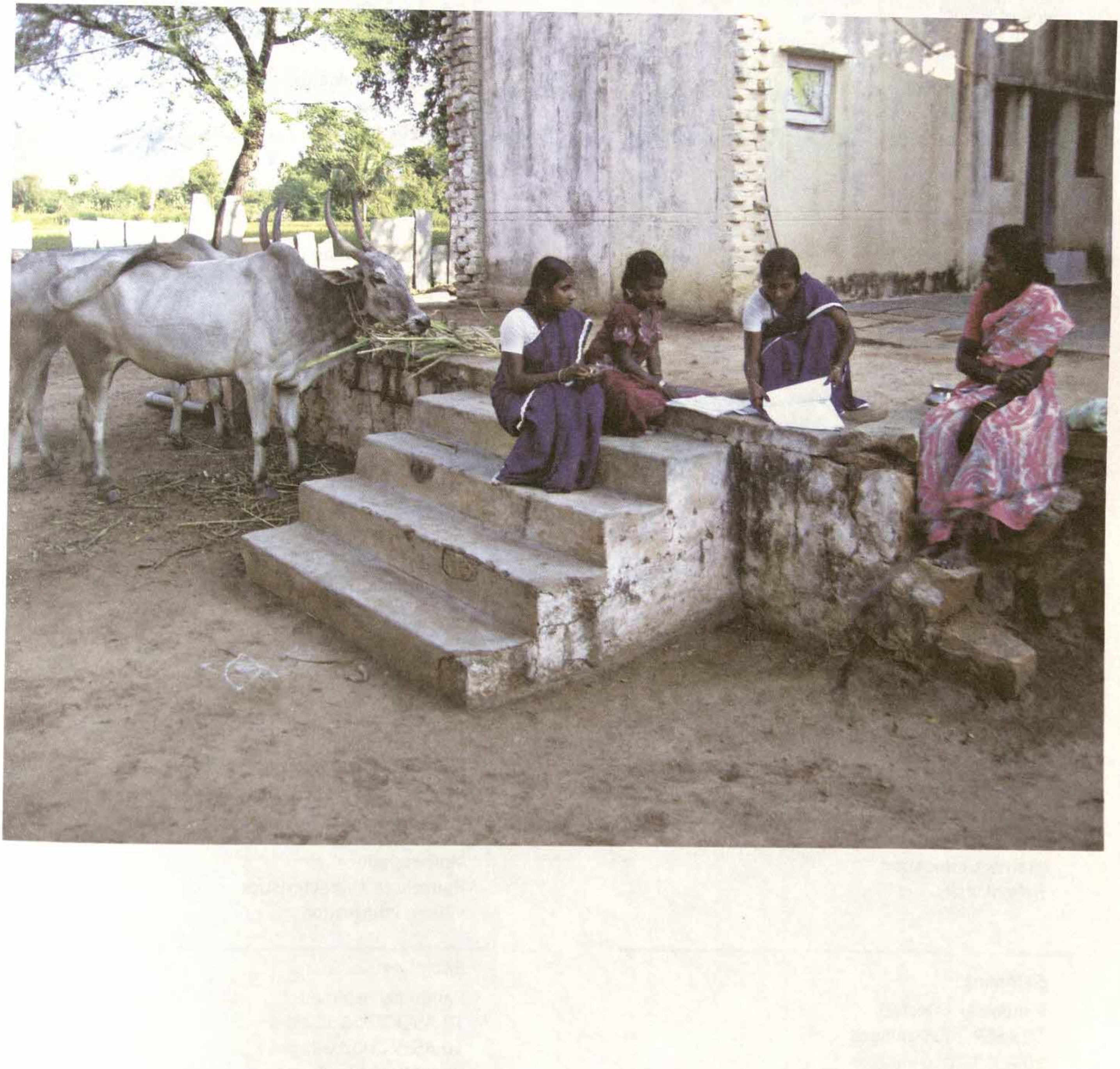
*Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been randomly selected.*

Test Children: Details of testing given later.

Household indicators: All information on household indicators are to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it note down what is reported by the household. This information is being collected in order to link education status of the child with household economic conditions.

- **Type of house the child lives in:** Types of houses are defined as follows:
  - Pucca House: A pucca house is one, which has walls and roof made of the following material.
    - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc
    - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC,(Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.
  - Kutcha House: The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc. are treated as kutcha house.
  - Semi -Pucca house: A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
- **Electricity in the household:**
  - Mark yes or no by observing if the household has wires/electric meters and fittings or not. Note this information irrespective of the fact whether electricity connection in the household is legal or illegal.
  - Observe if bulbs/tube lights/electric appliances can be put to use to check if there was electricity in the household at the time of the visit.
- **Television and phone:**
  - Phone can include mobile phones, wireless handsets as well as landlines.
- **Livestock in the household:**
  - For each of the given types of livestock record appropriate numbers. Tick against 'none at all' in case of zero livestock.

Be polite. Often a lot of people gather around and want to know what is going on. Explain what you are doing and why. Tell them about ASER. Remember to thank people after you have finished surveying the household.



FROM 2005 TO 2008: EVOLUTION OF ASER

ASER 2005

Age group 6 – 14

Children were asked
Enrollment status
Type of school

Children also did:
Reading tasks
Arithmetic tasks

School visits

Sampling:
20 randomly selected villages

ASER 2006

Age group 3 – 16

Children were asked
Enrollment status
Type of school

Children 5-16 also did:
Reading tasks
Arithmetic tasks
And
Comprehension tasks
Writing tasks

Mothers education
Mothers were also asked to read a simple text

Sampling :
20 ASER 2005 villages
Randomly selected 10 new villages

ASER 2007

Age group 3 – 16

Children were asked
Enrollment status
Type of school
Tuition status

Children 5-16 also did:
Reading tasks
Arithmetic tasks and
Comprehension tasks
Problem solving tasks
English tasks

Mothers education
School visits

Sampling:
Randomly selected
10 ASER 2005 villages
10 ASER 2006 villages
New 10 2007 villages

ASER 2008

Age group 3-16

Children were asked
Enrollment status
Type of school

Children 5-16 also did:
Reading tasks
Arithmetic tasks
Telling time
Currency tasks

Mothers education
Household characteristics
Village information

Sampling:
Randomly selected
10 ASER 2006 villages
10 ASER 2007 villages
New 10 2008 villages

Note: In ASER 2008, households were asked about children's attendance in school in the last seven days. These data are currently being analyzed and are not reported in this version of the report.

ASER 2008: TESTS AND TESTING

- All efforts are made to ensure that ASER 2008 tools are consistent with and comparable to ASER 2007 tools.
- A common framework is followed across all states in developing and refining tools to ensure that all elements in each tool are the same in every language.
- The content of all tests is cross-checked with state textbooks of Std 1 and 2 for equivalence. (In the case of English, the textbook for the year in which English is introduced was taken as the reference point).
- All tools go through a process of extensive field-testing with children across the country before finalization.
- All surveyors in all districts spent a "practice day" in the field during training.
- Children can choose the language that she/he is most comfortable to be tested in.

ASER 2008 asked ...

Pre-schooling/Schooling status

Children in the age group 3 to 6 were asked if they go to any kind of pre-school.

Children in the age group 5 to 16 were asked if they go to school or not. If they go to school they are asked about the type of school (government or private).

Learning status

Children in the 5 to 16 age group are asked to do tasks that included

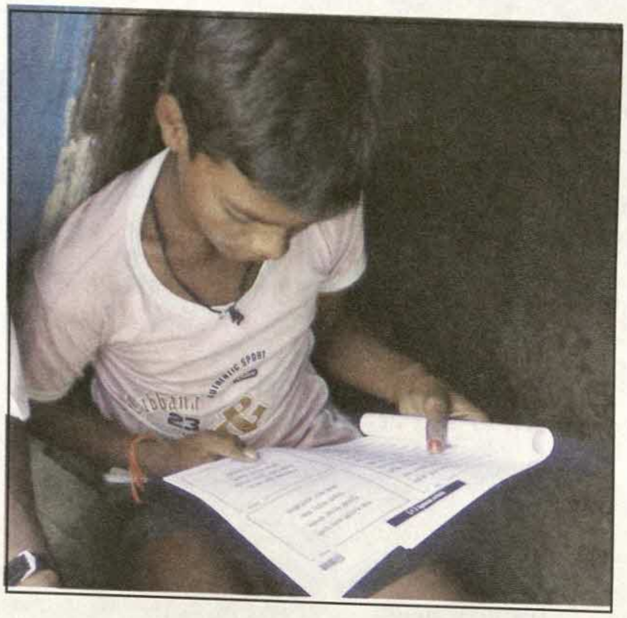
- Reading
- Arithmetic
- Telling time
- Currency tasks

Children were tested at home.

In a selected household, efforts are made to locate all children in the age group 3 to 16.

Before starting to test children, it is important that both the surveyor and the child are relaxed. The primary aim of the assessment exercise is to understand what children can do comfortably in reading, arithmetic, comprehension. Given this, it is essential that children are at ease and not worried about how they are going to perform. To help children to relax, surveyors chat with them or play simple games. Once the child is ready, then the testing tools are shown. The child has to be given sufficient time to read, to solve and to think. Often children will try to do a series of tasks until it is clear what he/she can do confidently. It is critical that the surveyor appreciates what the child is doing.

ASER 2008 : Reading Tasks...



All children were assessed using a simple reading tool. The reading test has 4 categories:

- Alphabets : Set of common alphabets
- Words: Common familiar words with 2 letters and 1 or 2 matras
- Level 1 (Std 1) text: Set of simple 4 linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 text book of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

पढ़ने की जाँच (2)

कहानी

रमेश और महेश मित्र थे। एक दिन वे दोनों आम के बगीचे में घूमने गये। अचानक दोनों ने वहाँ साँप और नेवले को लड़ते हुये देखा। उन्होंने लड़ाई रोकने के लिये एक तरीका निकाला। महेश ने जल्दी से नेवले की ओर लकड़ी फैंकी। नेवला डर कर भाग गया। साँप भी बिल में छिप गया। रमेश और महेश यह देखकर खुश हुये।

अनुच्छेद

गाँव में एक सड़क है।
वह काफी पुरानी है।
उसमें पानी भर जाता है।
इससे सब दुखी हैं।

अनुच्छेद

गाँव में भालू वाला आया।
उसने भालू का नाच दिखाया।
सब लोगों को मज़ा आया।
सबने ताली बजाई।

Sample: Hindi basic reading test

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools, in each state language, care is taken to ENSURE

- comparability with the previous years' tool with respect to word count, sentence count, type of word and conjoint letters in words
- compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- familiarity with words and context through extensive field piloting

HOW TO TEST READING?

LEVEL 1 (Std. 1 TEXT)

START HERE:

Present the easy paragraph to the child. Ask her to read it. Listen carefully to show she reads.

The child may read slowly. She may read haltingly; she may make 3 or 4 mistakes in not reading words correctly.

However, as long as the child reads the text like she is reading a sentence, rather than a string of words, mark her as a child who "can read LEVEL 1 text".

While reading the paragraph, if the child stops very often, has difficulty with more than 3 or 4 words and reads like she is reading a string of words not a sentence, then show her the list of words.

If the child reads the paragraph fluently and with ease, then ask her to read the long text. This is also called LEVEL 2 text.

LEVEL 2 (Std. 2 TEXT)

Show the child the story. If she can read fluently with ease , then mark her as a child who "can read LEVEL 2 text".

If she is unable to read the long text fluently and stops a lot, mark her as a child who "can read LEVEL 1 text".

WORDS

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her.

If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the Level 1 text again.

If she can correctly and comfortably read words but is still struggling with the Level 1 text, then mark her as a "word" level child.

If she cannot correctly read at least 4 out of the 5 words she chooses, then show her the list of letters.

LETTERS

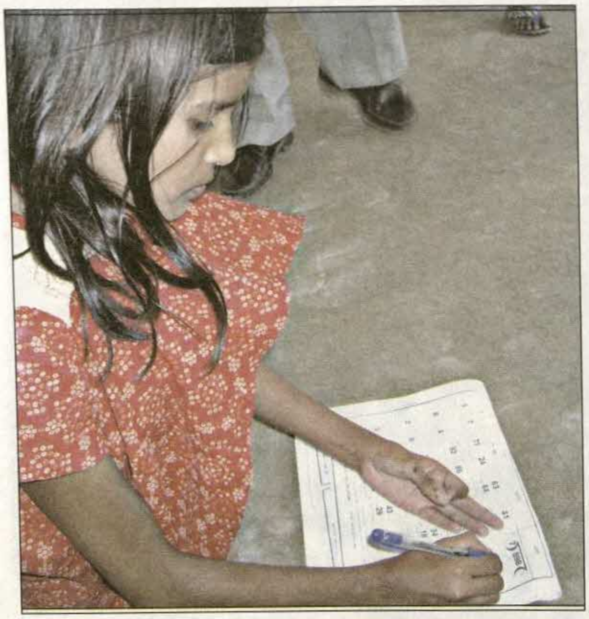
Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her.

If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again.

If she can read 4 out of 5 letters but cannot read words, then mark her as a child who "can read letters".

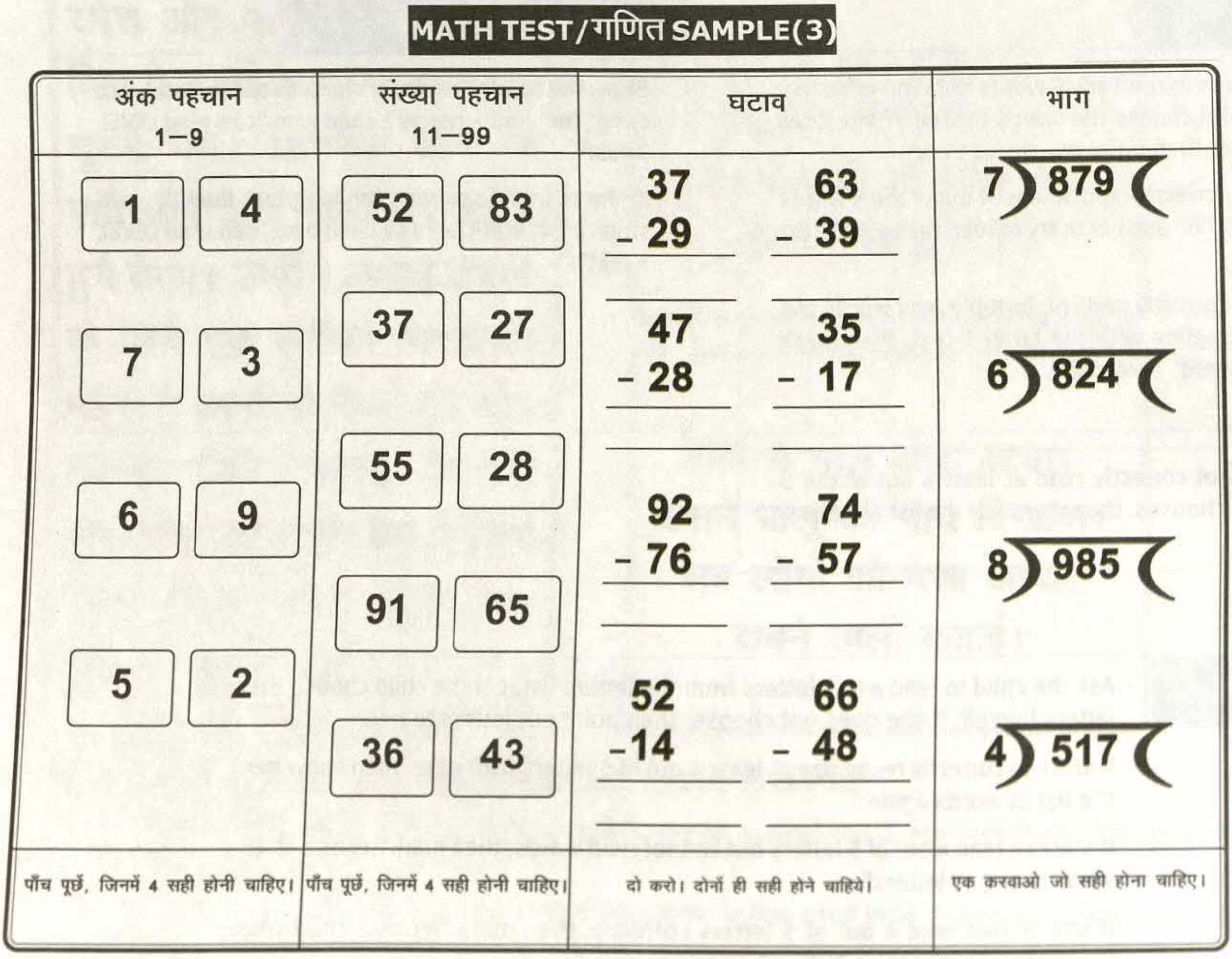
If she cannot read 4 out of 5 letters correctly, then mark her as a child who "cannot even recognize letters" or as "nothing".

ASER 2008 : ARITHMETIC TASKS...



All children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition 1 to 9 : randomly chosen numbers from 1 to 9
- Number recognition 11 to 99 : randomly chosen numbers from 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.



MATH TEST/गणित SAMPLE(3)

अंक पहचान 1–9	संख्या पहचान 11–99	घटाव		भाग
1 4	52 83	37 – 29	63 – 39	7)879
7 3	37 27	47 – 28	35 – 17	6)824
6 9	55 28	92 – 76	74 – 57	8)985
5 2	91 65	52 –14	66 – 48	4)517
	36 43			
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।		एक करवाओ जो सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages

HOW TO TEST ARITHMETIC?

START HERE

SUBTRACTION: 2 DIGIT WITH BORROWING

Show the child the subtraction problems. She can choose, if not you can point.

Ask the child what the numbers are. She should be able to correctly identify the 2 digit numbers and the subtraction symbol.

Now ask her to write and solve the problem. Observe to see if she does it in the correct written numerical form.

Ask her to do a second one.

If she cannot correctly do the subtraction problems, then give her the number recognition (11-100) task.

NUMBER RECOGNITION (11-100)

Point one by one to at least 5 numbers. Child can also choose.

Ask her to identify numbers.

If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers from 11-100."

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

NUMBER RECOGNITION (1-9)

Point one by one to at least 5 numbers. Child can also choose.

Ask her to identify numbers.

If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers from 1-9."

If not, mark her as a child who "cannot recognize numbers" or "nothing".

If she does both the subtraction problems correctly, ask her to do a division problem.

DIVISION

3 DIGIT BY 1 DIGIT

Show the child the division problems. She can choose one to try. If not, then you pick one. Ask her to tell you what the problem is and what she has to do.

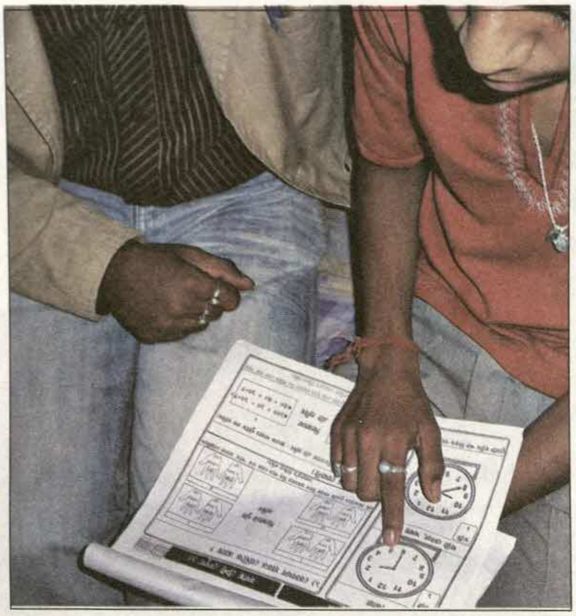
Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do "division"

If she is unable to do one problem, give her another problem from the sheet.

If she is unable to solve any division problem correctly, mark her as a child who can do "subtraction".

ASER 2008 : TELLING TIME

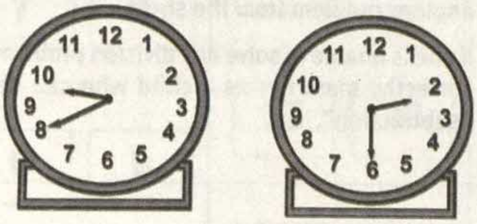


Tasks related to daily life:

How well can children do tasks related to daily life?

At home or in school, several times a day people look at a clock or watch. In most states, maths textbooks teach children how to tell time from Std III onwards.

Show clock. Ask time.



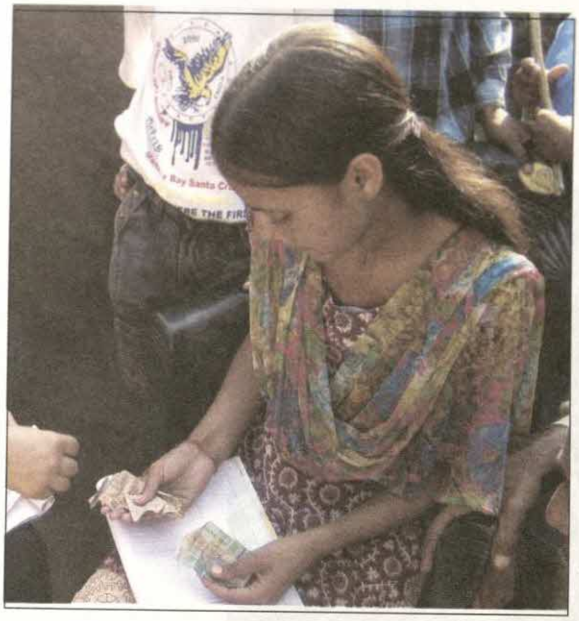
There were two tasks for telling time

Clock One had telling time in 15 minute intervals; for example : on the hour, 15 mins past the hour, 30 mins past the hour or 45 mins past the hour.

Clock Two had telling time in 5 minute intervals.

Children were marked for each of these tasks. The findings reported in the report are for children who could tell time correctly in both clocks.

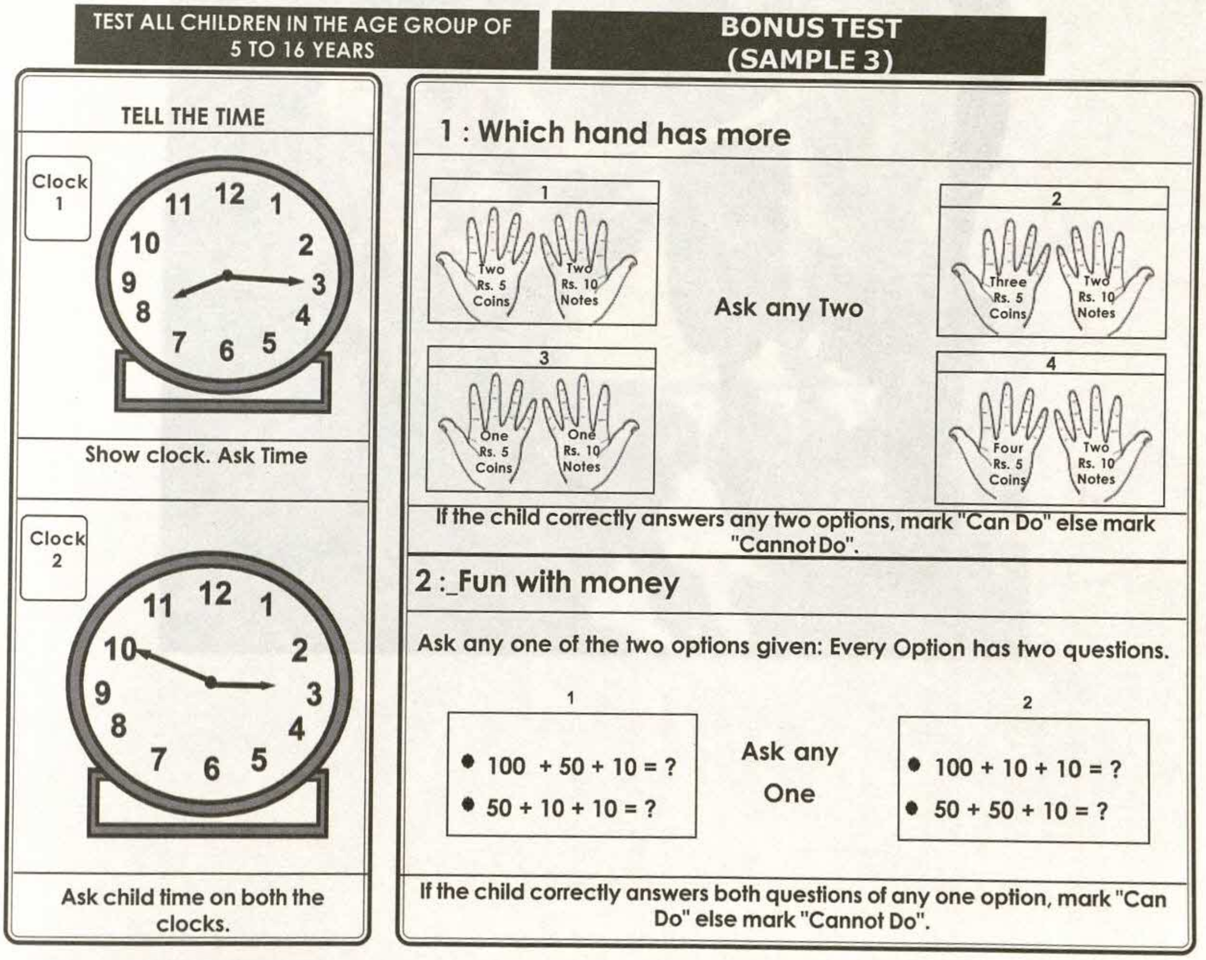
ASER 2008 : CURRENCY TASKS



Tasks related to daily life:

Children are familiar with money. From a young age, they observe and they participate in money transactions. In many states, textbooks have currency related tasks from Std 3 onwards.

Apart from the usual arithmetic questions that are asked each each year, in 2008, children were asked to do two currency related tasks that are described below.



TEST ALL CHILDREN IN THE AGE GROUP OF 5 TO 16 YEARS

TELL THE TIME

Clock 1

Show clock. Ask Time

Clock 2

Ask child time on both the clocks.

BONUS TEST (SAMPLE 3)

1 : Which hand has more

1
Two Rs. 5 Coins
Two Rs. 10 Notes

2
Three Rs. 5 Coins
Two Rs. 10 Notes

Ask any Two

3
One Rs. 5 Coins
One Rs. 10 Notes

4
Four Rs. 5 Coins
Two Rs. 10 Notes

If the child correctly answers any two options, mark "Can Do" else mark "Cannot Do".

2 :_Fun with money

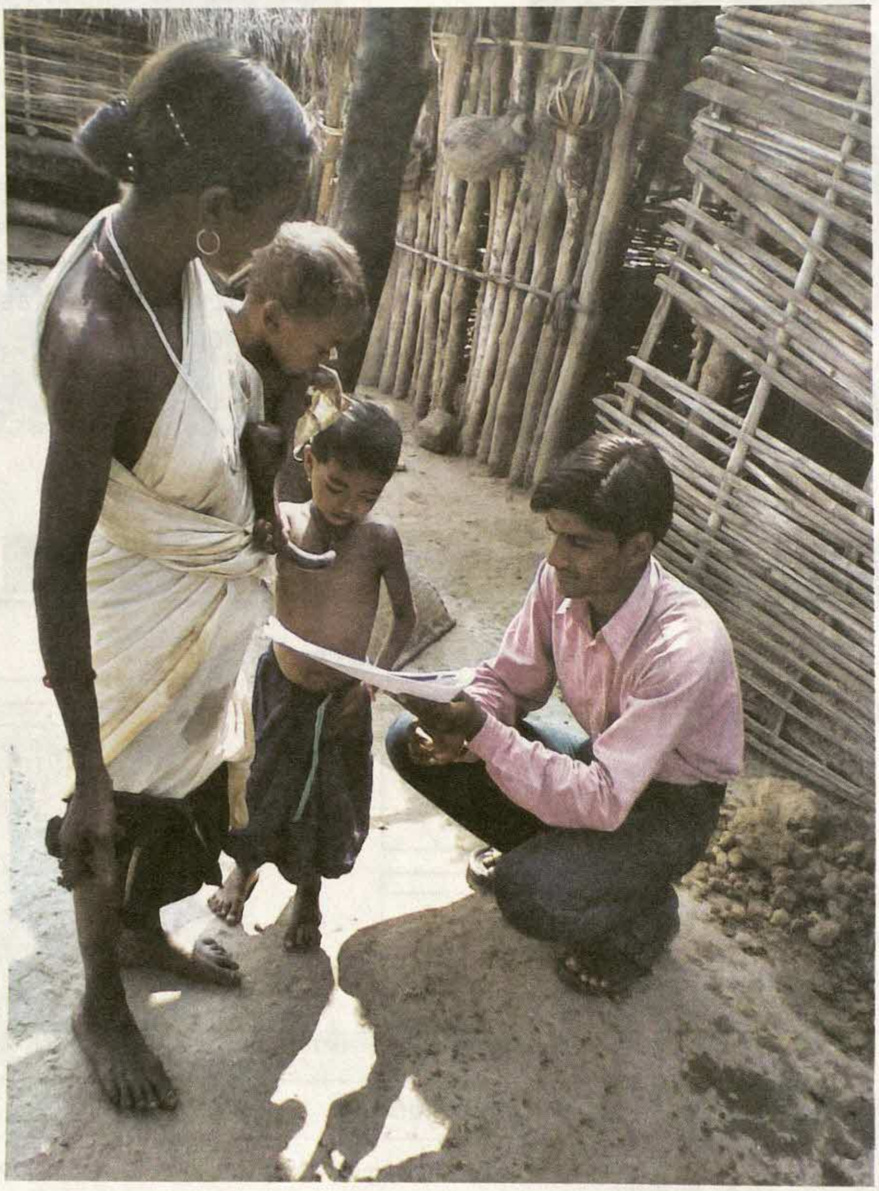
Ask any one of the two options given: Every Option has two questions.

1
- 100 + 50 + 10 = ?
- 50 + 10 + 10 = ?

Ask any One

2
- 100 + 10 + 10 = ?
- 50 + 50 + 10 = ?

If the child correctly answers both questions of any one option, mark "Can Do" else mark "Cannot Do".

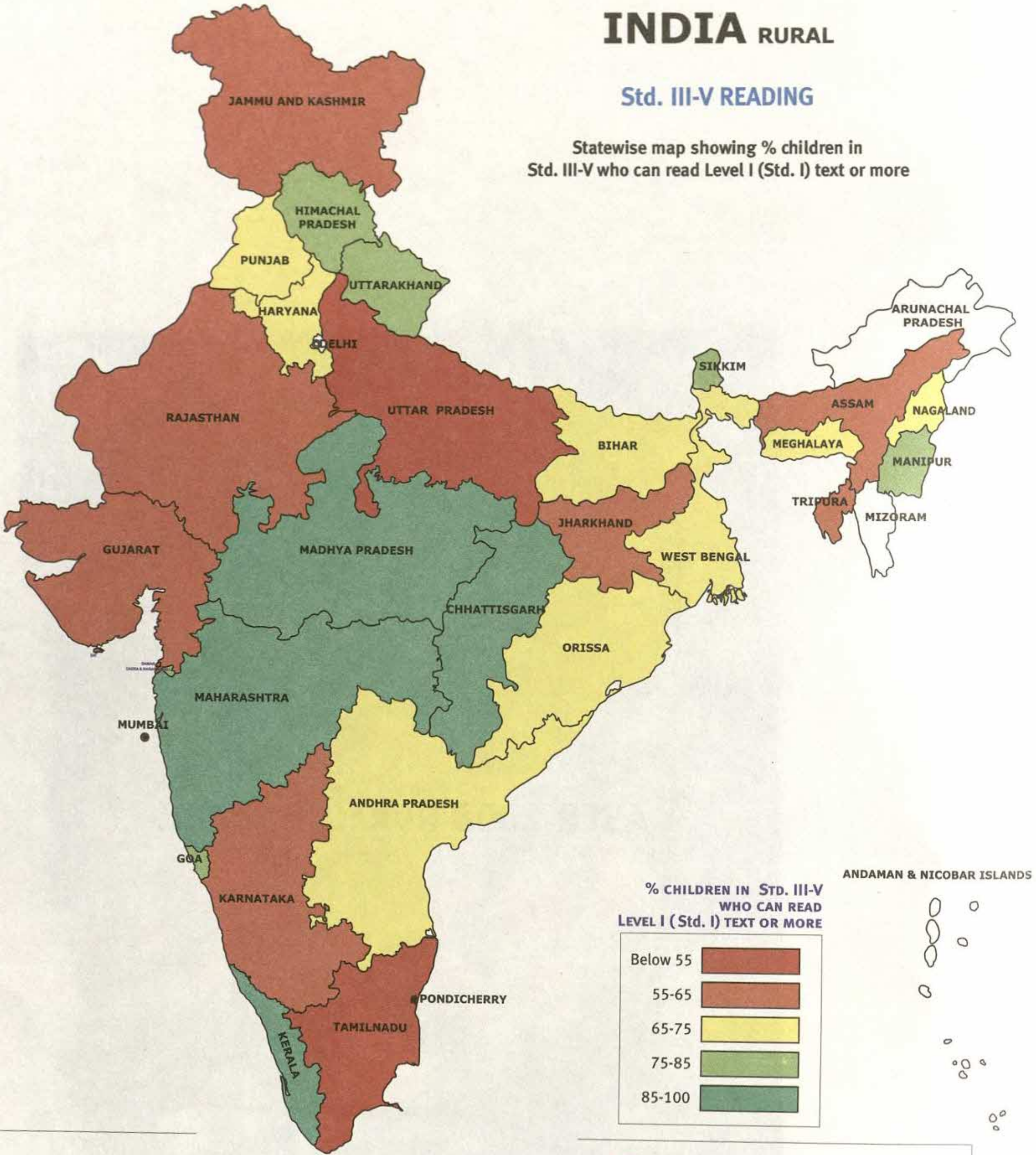


ASER 2008 RURAL: FINDINGS

INDIA RURAL

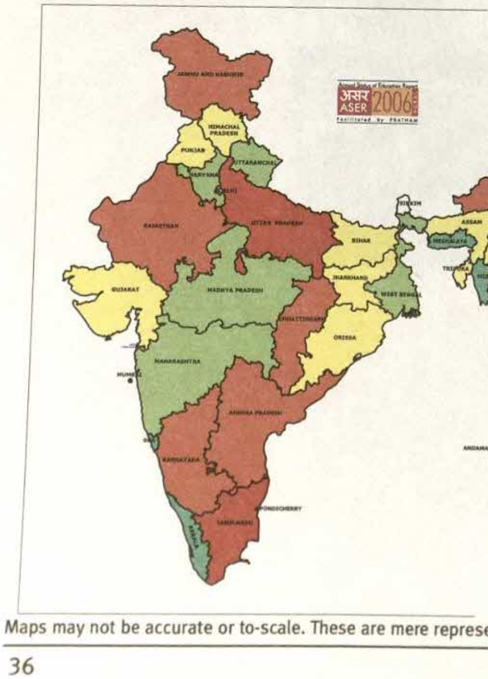
Std. III-V READING

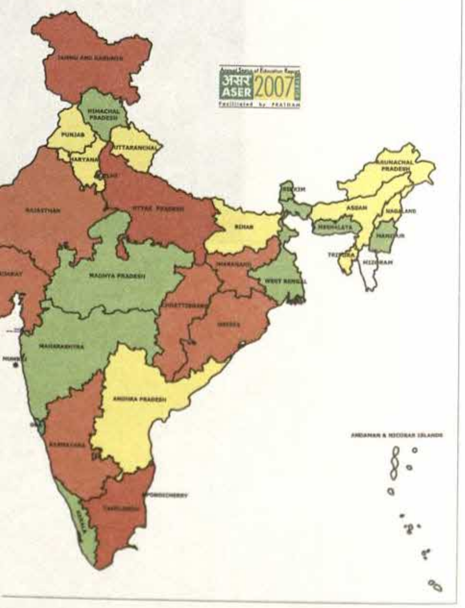
Statewise map showing % children in Std. III-V who can read Level I (Std. I) text or more



% CHILDREN IN STD. III-V WHO CAN READ LEVEL I (Std. I) TEXT OR MORE

Below 55	🟥
55-65	🟥
65-75	🟨
75-85	🟩
85-100	🟩



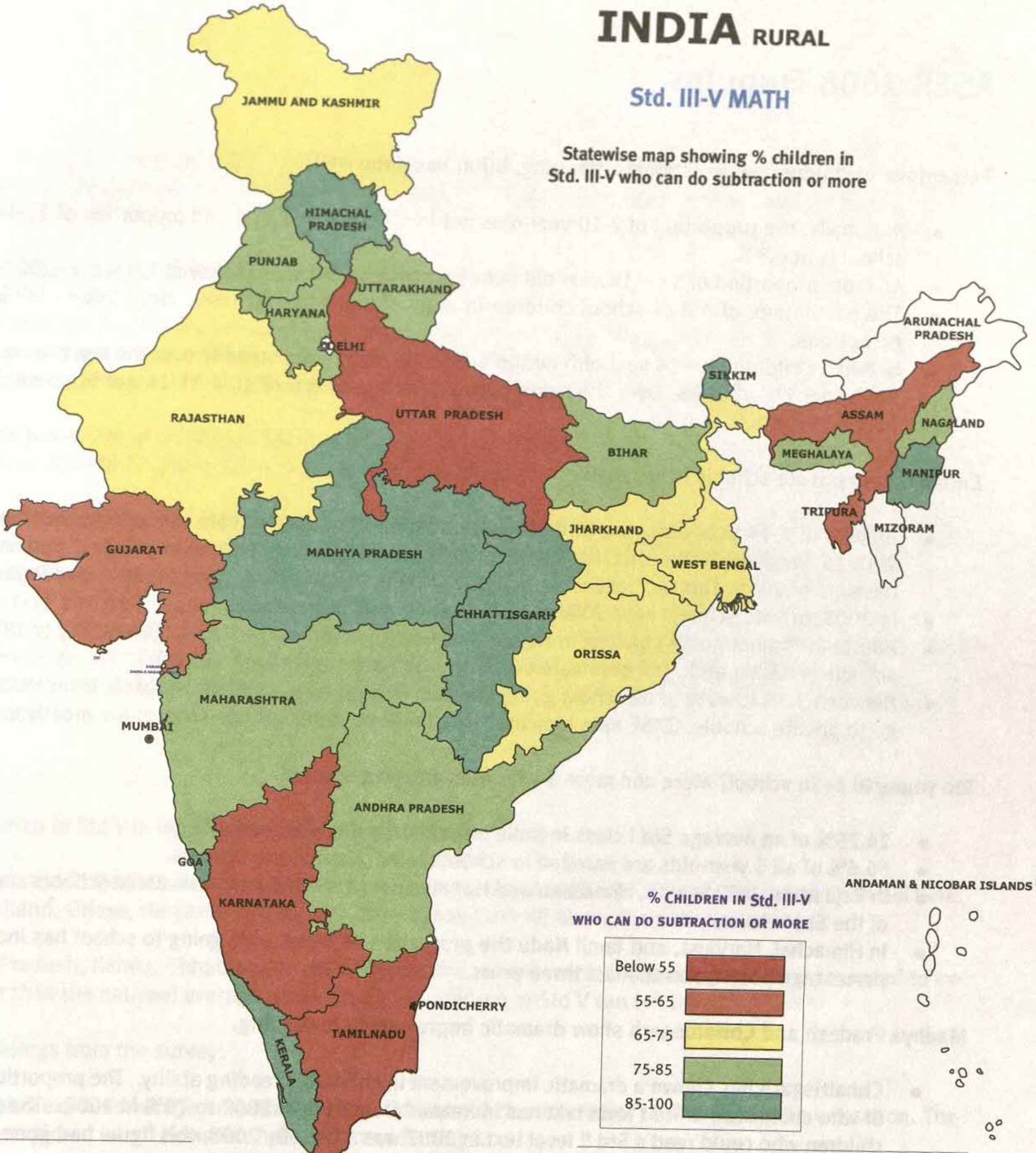


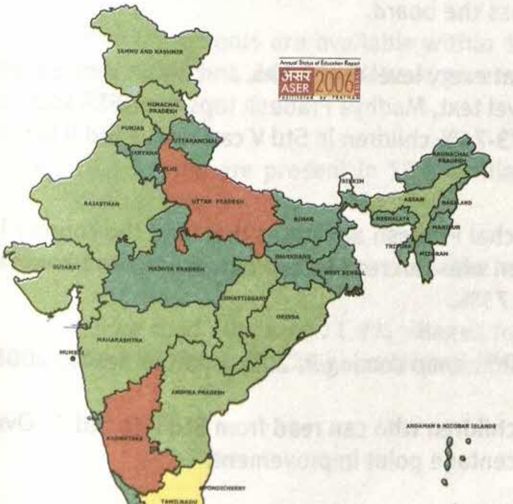
Maps may not be accurate or to-scale. These are mere representations.

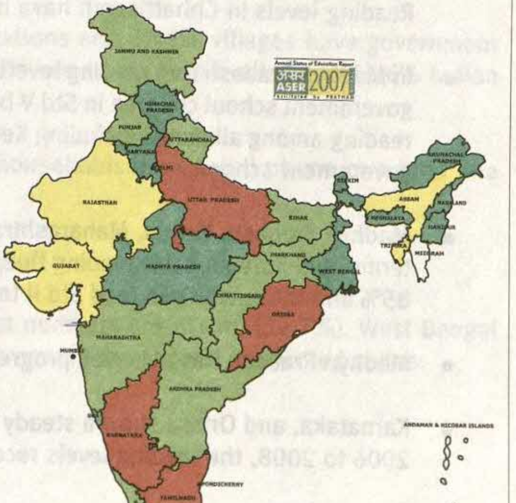
INDIA RURAL

Std. III-V MATH

Statewise map showing % children in Std. III-V who can do subtraction or more







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ASER 2008 FINDINGS

Percentage of children not in school is dropping. Bihar has done well.

- Nationally, the proportion of 7-10 year-olds not-in school is at 2.7%, and proportion of 11-14 year olds not in-school is at 6.3%.
- All India proportion of 11 – 14 year old out of school girls remains steady at 7.3% over 2007 and 2008.
- The percentage of out of school children in most states has decreased since 2007. UP and Rajasthan are exceptions.
- In Bihar, children (6 – 14 year old) not on school have dropped steadily over the last four years from 13.1% in 2005 to 5.7% in 2008. Over the same period, the proportion of girls 11-14 not in school has dropped from 20.1% to 8.8%.

Enrollment in private schools is increasing.

- Among all 6-14 year olds, the proportion of children attending private schools has increased from 16.4% in 2005 to 22.5% in 2008.. This increase in private school enrollment represents a 37.2 percent increase over the baseline of 2005. This increase is particularly striking in Karnataka, Uttar Pradesh and Rajasthan.
- In 2008, private schools have 20% more boys than girls in both age groups; 7-10 and 11-14.
- Half of all school going children in Kerala and Goa go to private schools. (According to DISE, 95% of private schools in Kerala and 70% of private schools in Goa are government aided.)
- Between 32% to 42% of all school going children In Nagaland, Punjab, Haryana, Uttar Pradesh and Rajasthan go to private schools. (DISE data indicates that In these states private schools are mostly unaided).

Too young to be in school? More and more 5 year olds entering schools.

- 24.75% of an average Std I class in India has children under 6 years of age.
- 56.6% of all 5 year-olds are enrolled in schools rather than in pre-schools.
- In Rajasthan, J&K, Punjab, Himachal, and Haryana over 70% of 5 year-olds are in schools and comprise 25-40% of the Std I class.
- In Himachal, Haryana, and Tamil Nadu the proportion of 5 year olds going to school has increased by 16 to 20 percentage points over the last three years.

Madhya Pradesh and Chhattisgarh show dramatic improvement in reading.

- Chhattisgarh has shown a dramatic improvement in children's reading ability. The proportion of children in Std III who could read a Std I level text has increased from 31% in 2007 to 70% in 2008. The proportion of Std V children who could read a Std II level text in 2007 was 58% . By 2008, this figure had gone up to 75% in 2008. Reading levels in Chhattisgarh have improved dramatically across the board.

- In Madhya Pradesh too, reading levels in 2008 show a big jump at every level over 2006, and 2007. With 86.8% government school children in Std V being able to read Std. II level text, Madhya Pradesh tops the ASER scale of reading among all states including Kerala and Himachal where 73-74% children in Std V can read a Std II text in government schools.

- Madhya Pradesh, Kerala, Maharashtra, Chhattisgarh, and Himachal Pradesh are states that lead the country in terms of children's basic reading fluency. In these states children who can read letters or more in Std I are over 85% and those who can read Std II text or more in Std V is over 75%.

- Madhya Pradesh has achieved progress in two stages with the first jump coming in 2006 and the next in 2008.

- Karnataka, and Orissa show a steady increase in proportion of children who can read from Std II to Std IV. Over 2006 to 2008, the reading levels recorded show about 5-6 percentage point improvement.

- ASER has used essentially the same tool and the same method for four years.[1] Barring some states such as Maharashtra, Madhya Pradesh, Himachal, Andhra, and Chhattisgarh, no major change has been observed in basic reading in other states.

Chhattisgarh and Madhya Pradesh show improvement in arithmetic also

- ASER tests indicate that Madhya Pradesh and Chhattisgarh have made remarkable strides in improving basic math skills over the last year. In both states more than 91% children in Std I can identify numbers 1-9 or more. Although in Kerala this proportion is 96% in Std I, the highest literacy state loses its lead by Std III.
- In Std III, the proportion of children in Madhya Pradesh who can solve at least a subtraction problem has jumped from 61.3% in 2007 to 72.2% in 2008, while Kerala is at 61.4%.
- In 2008, 78.2% of children in Std V in Madhya Pradesh, could correctly solve a division problem. This is the highest recorded in the country. In several other states, this figure is around 60%; for example in Himachal, Chattisgaroh, Manipur and Goa.
- In Chhattisgarh, the improvement in arithmetic is dramatic, indicative of a focused intervention. In 2008, Std II children who could identify numbers up to 100 or do higher level operations was at 77.8. This figure for Std II in 2007 was 37.2%. Similarly, those who could at least solve subtraction in Std III jumped from 21.8% in 2007 to 63.5% in 2008.

Telling time:

- 61% of children in Std V in India can tell time on a clock correctly.
- In states such as UP, Tamil Nadu, Karnataka, Andhra Pradesh, Gujarat, about 50% children in Std V can tell time. Bihar, Jharkhand, Orissa, Haryana, J&K, Punjab, Uttarakhand are all above the national average.
- In Madhya Pradesh, Kerala, Chhattisgarh and Maharashtra, where math and reading ability is recorded to be much better than the national average, more than 75% children in Std V can tell time.

Other interesting findings from the survey:

- ASER2008 also explored village infrastructure and household characteristics to find links with education. The links will be explored later. However, here are some findings.
- Primary schools are available within 1 km of 92.5% rural habitations and 67.1% villages have government middle school, and 33.8% have government secondary schools. Private schools are available in 45.6% Indian villages.
- STD booths are present in 58.5% villages while 48.3% village households have a cell phone or a land line connection.
- Electrical connections were available in 65.9% households surveyed.
- Pukka road connects 71.9% villages to the outside world. Lowest numbers are Assam (32.7%), West Bengal (44.2%), Bihar (53.2%) and Madhya Pradesh (58.9%%) are states among the poorest connected states.

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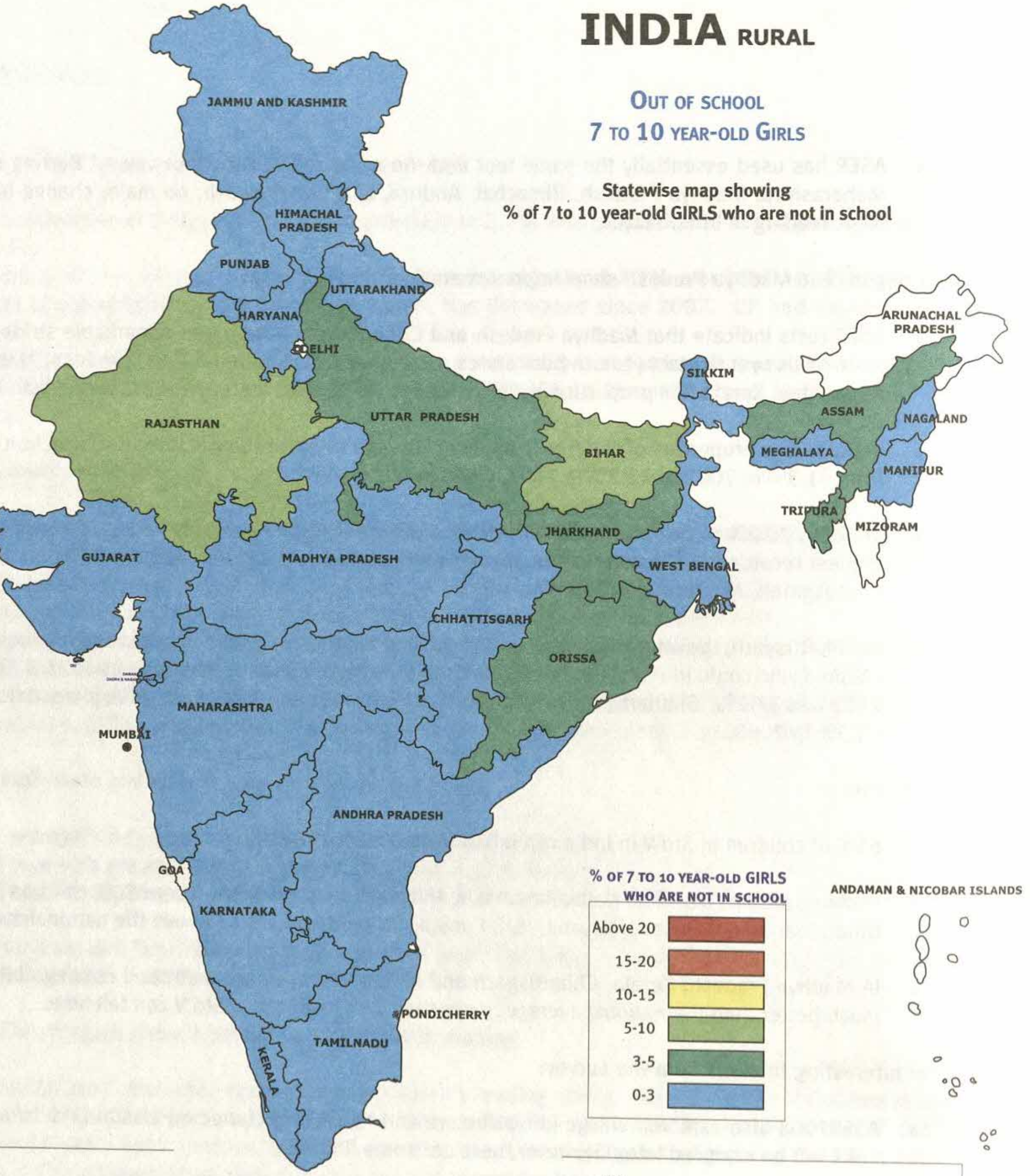
[1] Even if reading levels are not compared across states and languages, the ASER tool is sensitive to reading at the very basic level of being able to read alphabets, simple words, and sentences.

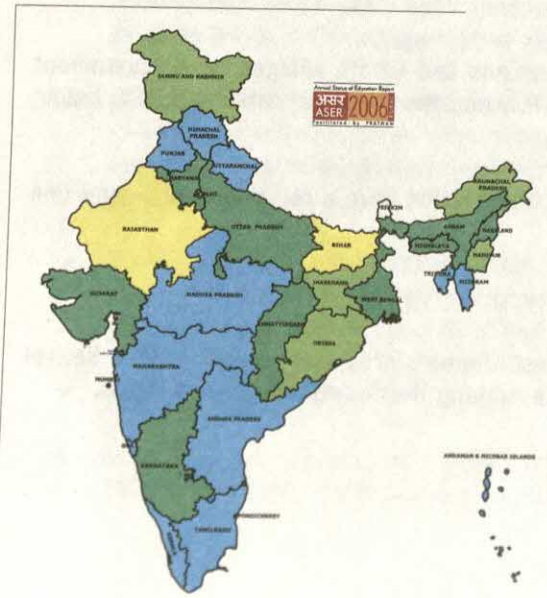
Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

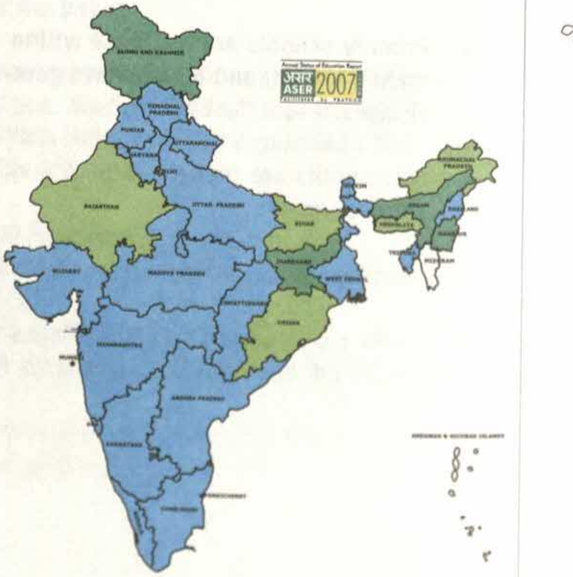
INDIA RURAL

OUT OF SCHOOL 7 TO 10 YEAR-OLD GIRLS

Statewise map showing
% of 7 to 10 year-old GIRLS who are not in school







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ARE CHILDREN STILL OUT OF SCHOOL IN INDIA?

Dr. Rukmini Banerji *

One of the main achievements of Indian school education in recent years is the steady increase in numbers of children in school. Both international MDG goals and Sarva Shiksha Abhiyan targets aim for universal enrollment. For rural India in 2008, ASER indicates that 95.7% of children in the age group 6 to 14 are enrolled in school.

Where are the remaining children? What are the changes over time in the proportion of children of different age groups who are out of school? Where do we see significant declines?

Using ASER data from 2006 to 2008, Table 1 tracks changes over time for out of school children in major Indian states. For the age group 6 to 14, there is a decline in the percentage of children out of school in practically every state between 2006 and 2008. Among the major states, in 2006, there were only two states, Kerala and Himachal that had less than two percent children out of school. By 2008, the number of states meeting this criteria had grown to six states. Kerala and Himachal were joined by Uttarakhand, Madhya Pradesh, Maharashtra and Tamil Nadu. For the 11-14 age group, in 2008 there were four states – Kerala, Tamil Nadu, HImachal and Uttarakhand where the percentage of out of school children was two percent or less.

Table 1. % Children Out of School for Major States

State	All Children: Age 6 -14			All Children: Age 11 -14			Percentage point drop in OOS Age 6 -14	Percentage point drop in OOS Age 11 -14
	2006	2007	2008	2006	2007	2008	2006-2008	2006-2009
JK	4.7	3.6	2.7	5.6	4.3	3.9	2.0	1.7
HP	1.3	1.0	0.6	1.8	2.0	1.1	0.7	0.7
UTK	2.4	2.2	1.0	3.1	3.7	1.8	1.4	1.3
PN	3.2	2.9	2.7	4.4	4.2	4.1	0.5	0.3
HR	3.2	3.6	2.9	4.4	5.5	3.8	0.3	0.6
RJ	10.8	6.5	7.1	13.9	9.7	10.0	3.7	3.9
UP	6.0	3.9	5.7	8.9	7.0	8.4	0.3	0.5
BH	12.8	6.5	5.7	14.6	8.6	7.3	7.1	7.3
JH	8.9	5.0	5.8	11.7	7.0	8.6	3.1	3.1
MP	3.8	2.2	1.9	6.2	4.2	3.2	1.9	3.0
CHH	7.3	4.6	4.6	11.3	8.1	8.2	2.7	3.1
WB	7.8	4.8	5.7	13.0	10.1	9.2	2.1	3.8
OR	9.1	8.0	7.2	12.4	11.6	10.5	1.9	1.9
GJ	5.6	3.7	4.2	8.9	6.2	7.9	1.4	1.0
MH	3.8	1.8	1.5	5.4	3.1	2.4	2.3	3.0
AP	4.2	4.3	3.4	7.1	7.4	5.8	0.8	1.3
KAR	4.9	3.5	3.5	7.1	5.5	5.5	1.4	1.6
KER	0.4	0.4	0.2	0.5	0.4	0.3	0.2	0.2
TN	2.1	1.2	0.6	3.6	1.9	1.1	1.5	2.5
INDIA	6.6	4.2	4.3	8.9	6.6	6.3	2.3	2.6

Source: ASER 2006, 2007 and 2008.

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* Dr. Rukmini Banerji is Director, ASER Centre.

Bihar stands out as a state that has worked consistently across the years to bring out of school numbers down for each age group. From 2006 to 2008, Bihar shows the steepest drop in proportion of children out of school. In both age categories, the decline is more than 7 percentage points. Despite major floods this year, Bihar has witnessed a reduction in the percentage of children out of school.

The hardest group to keep in school are girls above the age of 10. In 2005, in poor and educationally backward states like Bihar and Rajasthan, the percentage of girls of this age group who were out of school in 2005 was above 20 percent. How much progress have states made in reducing out of school numbers for girls in this age group?

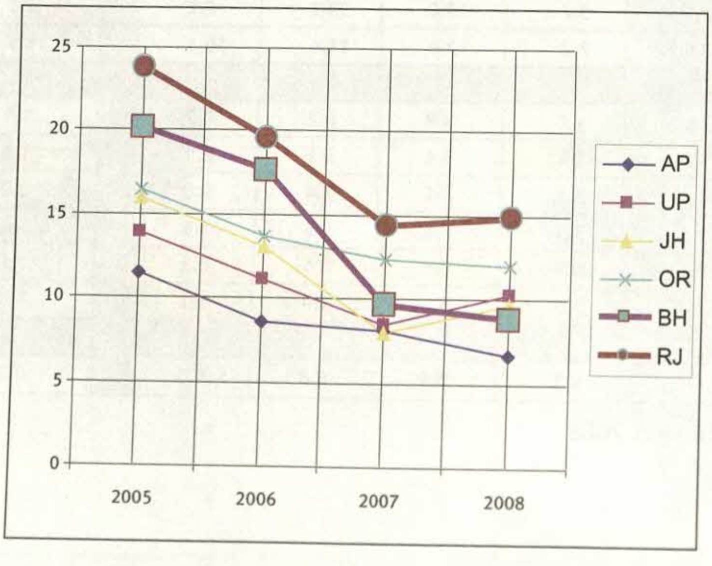
Table 2 focuses on states that had more than ten percent of girls (age 11-14) were out of school in 2005. All of these states indicate reduction over time. The sharpest drop again is seen in Bihar where the figure has dropped from 20.1% in 2005 to 8.8% in 2008 (Chart 1).

Table 2		Percentage of girls age 11-14 out of school				Percentage point drop over time in OOS 11-14	
States in Categories	OOS	11-14 Girls	11-14 Girls	11-14 Girls	11-14 Girls	Change since 2005	Change since 2006
	Year	2005	2006	2007	2008	2005-2008	2006-2008
OOS more than 10 % in 2005	AP	11.4	8.6	8.1	6.6	4.8	2.0
	UP	13.8	11.1	8.4	10.3	3.5	0.8
	JH	15.9	13.0	8.0	9.7	6.2	3.3
	OR	16.5	13.7	12.4	12.0	4.5	1.7
	BH	20.1	17.6	9.7	8.8	11.4	8.9
	RJ	23.8	19.6	14.4	14.8	9.0	4.8

Source: ASER 2005, 2006, 2007 & 2008.

India has come a long way towards meeting the target of universal enrollment. In a marathon, the proverbial "last mile" is often the hardest mile to run. Thus, persistence and innovation will be needed to cover the last five percent of children still out of school and greater efforts will have to made to ensure that once a child enters school, he or she remains in school and learns well all the way till the end of the elementary stage and hopefully beyond.

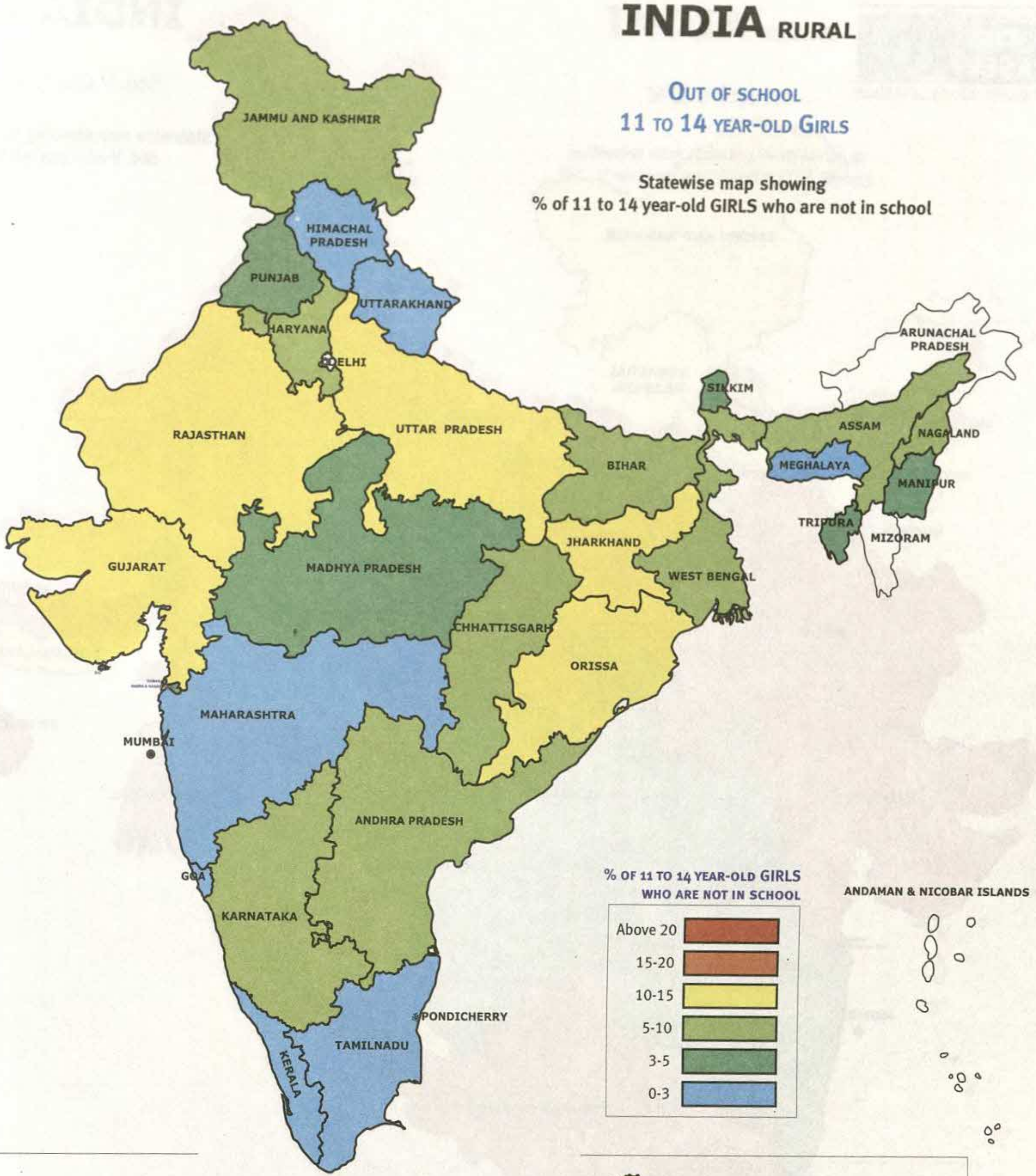
Chart 1: Trends over time (2005 to 2008)
% Girls (Age 11 to 14) not in school

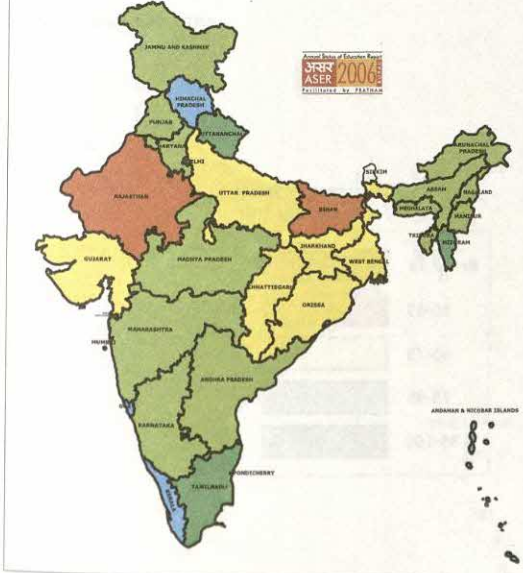


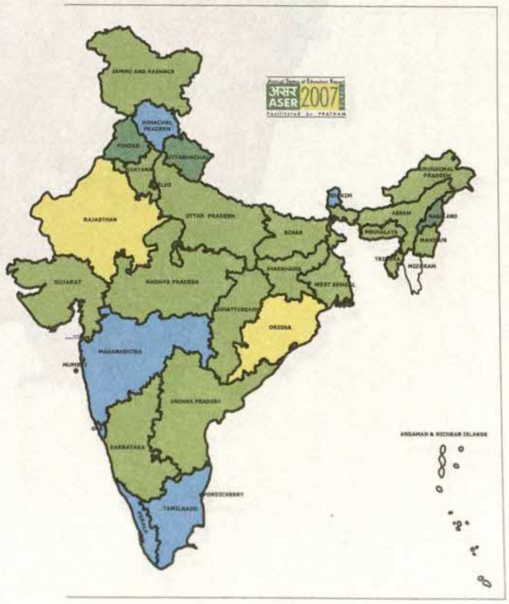
INDIA RURAL

OUT OF SCHOOL
11 TO 14 YEAR-OLD GIRLS

Statewise map showing
% of 11 to 14 year-old GIRLS who are not in school





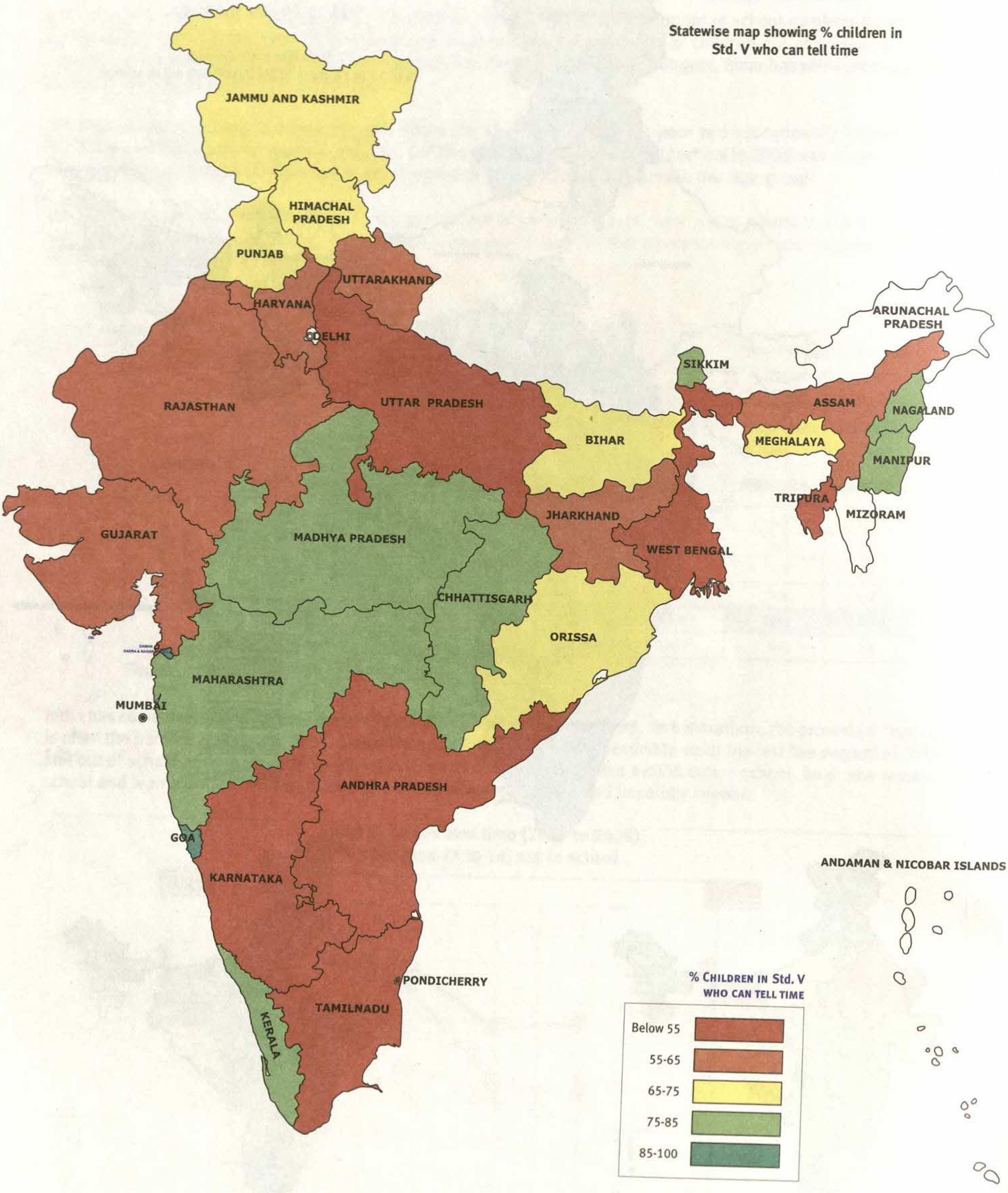


Maps may not be accurate or to-scale. These are mere representations.

INDIA RURAL

Std. V CAN TELL TIME

Statewise map showing % children in Std. V who can tell time

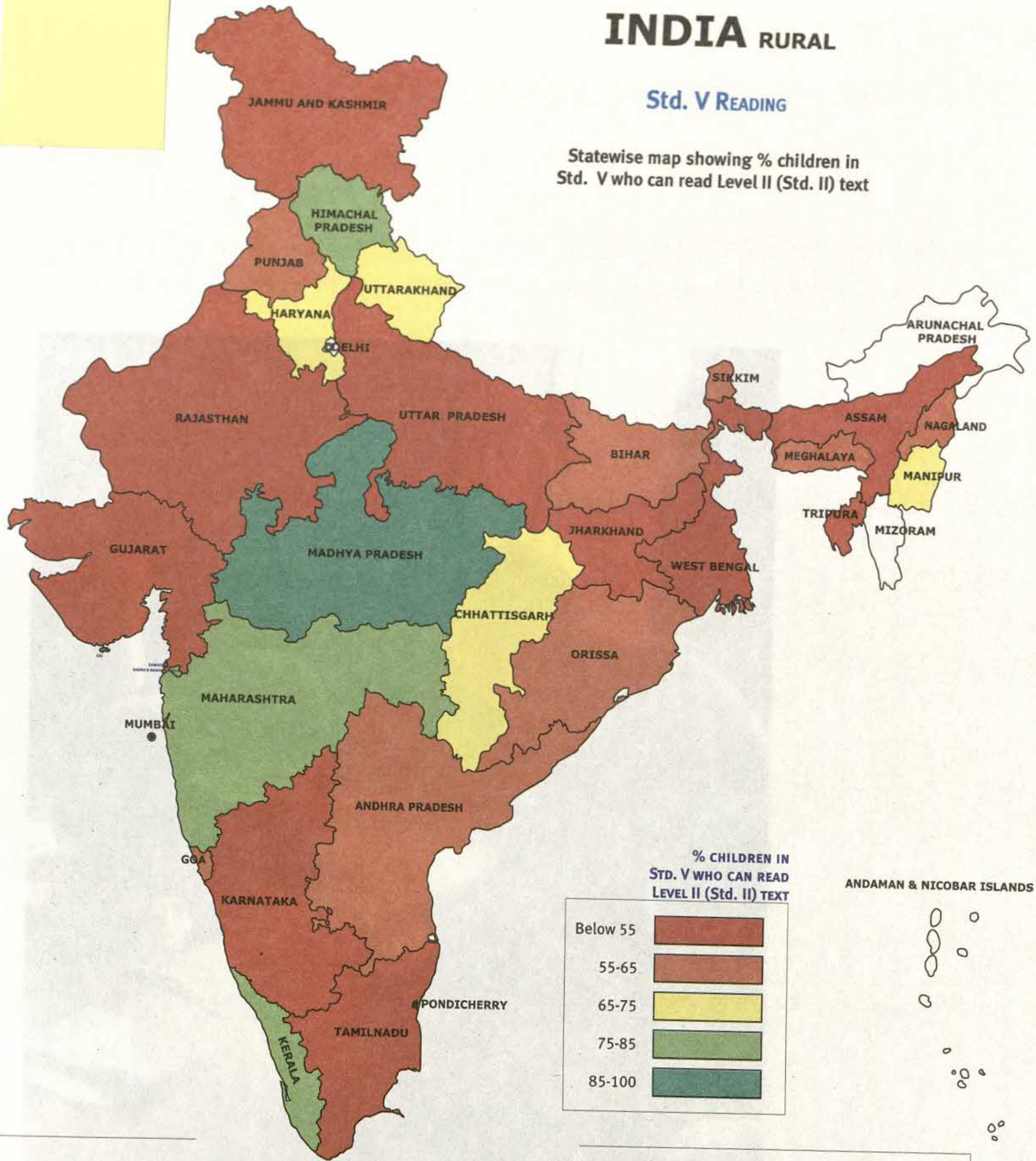


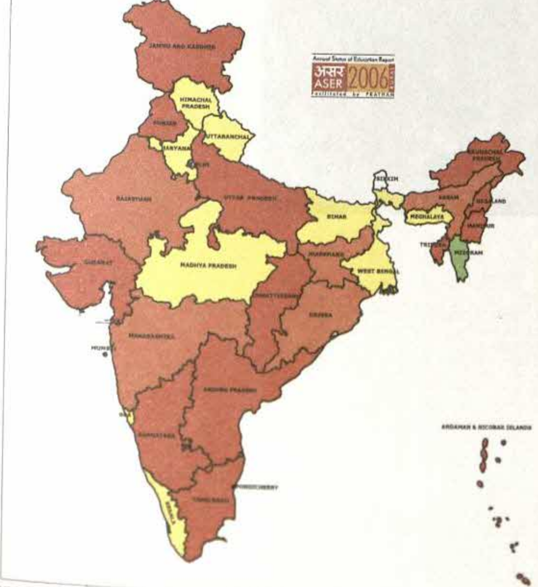
Maps may not be accurate or to-scale. These are mere representations.

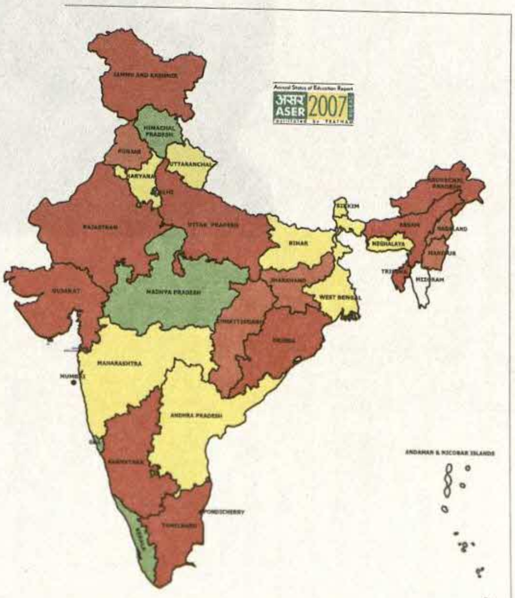
INDIA RURAL

Std. V Reading

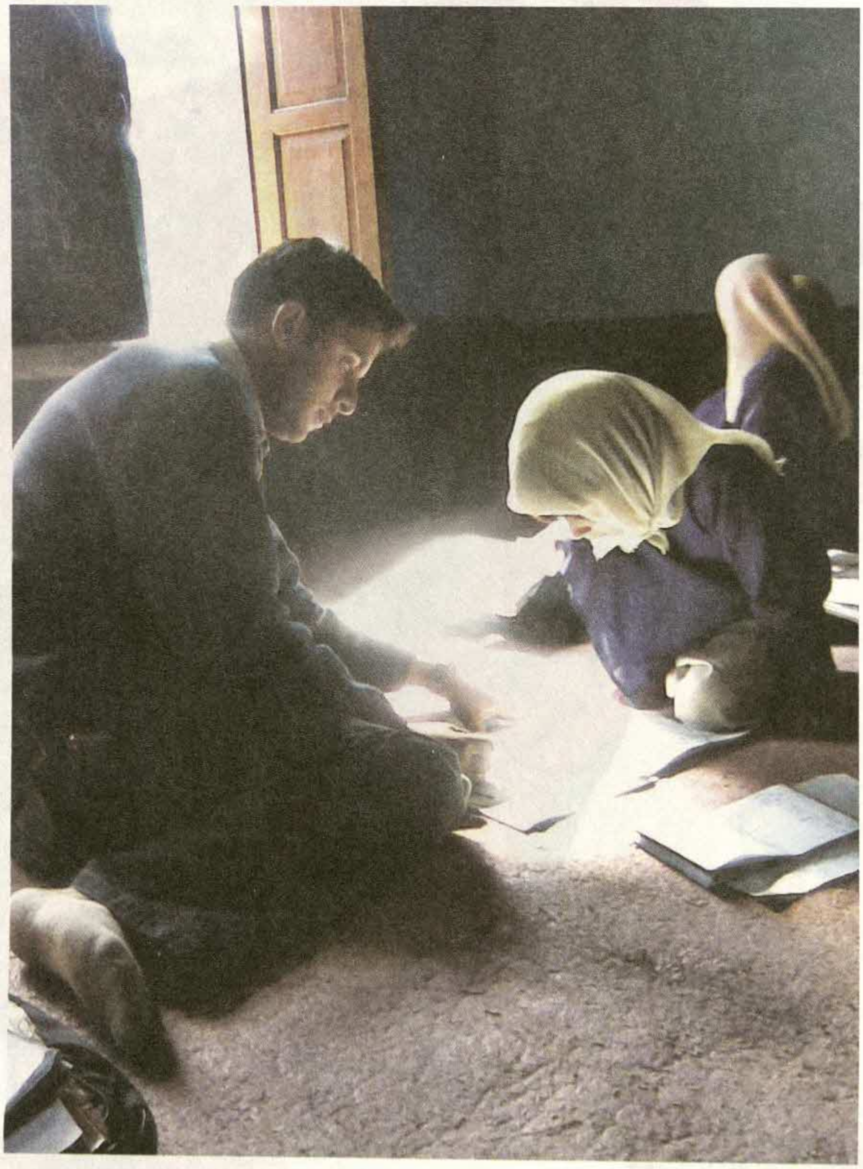
Statewise map showing % children in Std. V who can read Level II (Std. II) text



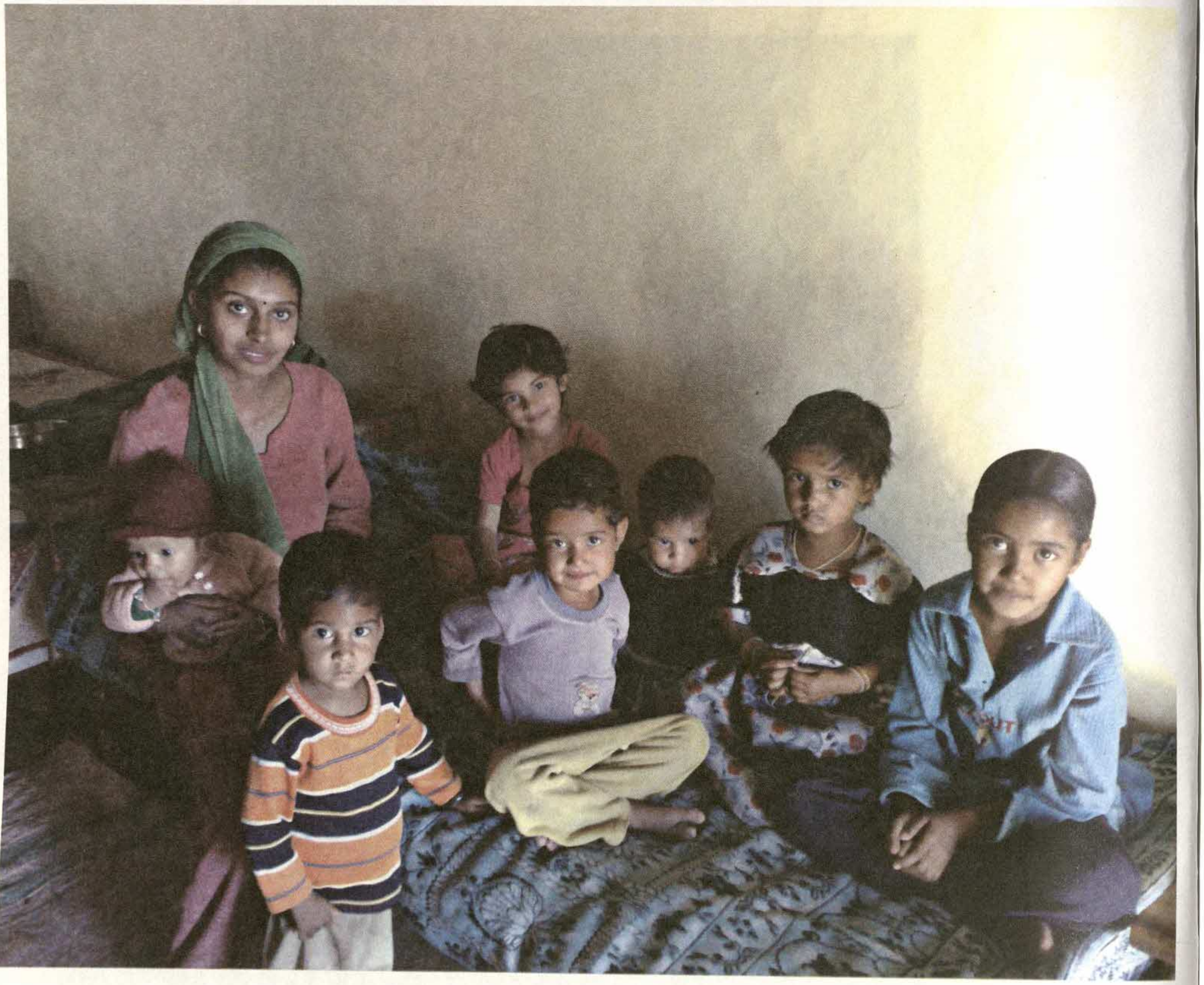




Maps may not be accurate or to-scale. These are mere representations.



THE NATIONAL PICTURE



INDIA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 564 OUT OF 583 DISTRICTS

ENROLLMENT

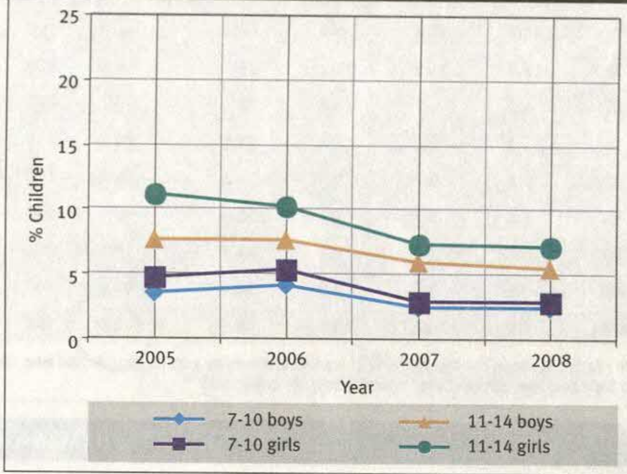
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	71.9	22.5	1.3	4.3	100
AGE: 7-16 ALL	70.0	22.4	1.2	6.4	100
AGE: 7-10 ALL	73.8	22.1	1.4	2.7	100
AGE: 7-10 BOYS	72.1	24.1	1.4	2.5	100
AGE: 7-10 GIRLS	75.9	19.7	1.5	3.0	100
AGE: 11-14 ALL	70.1	22.5	1.0	6.3	100
AGE: 11-14 BOYS	69.0	24.5	1.0	5.5	100
AGE: 11-14 GIRLS	71.6	20.1	1.1	7.2	100
AGE: 15-16 ALL	57.2	23.4	0.8	18.6	100
AGE: 15-16 BOYS	58.2	23.8	0.7	17.3	100
AGE: 15-16 GIRLS	56.1	22.8	0.9	20.2	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

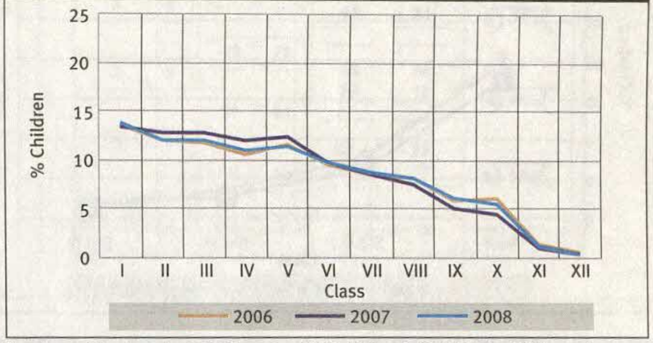
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	24.8	44.7	17.7	7.8	5.1								100
Std II	3.2	13.7	37.8	30.1	6.1	9.0							100
Std III	3.6		10.5	42.5	24.4	11.3	7.6						100
Std IV	4.1			13.6	33.1	32.9	6.4	9.9					100
Std V	5.4				7.7	43.0	23.9	12.5	7.6				100
Std VI	3.8					11.3	31.3	37.0	9.3	7.3			100
Std VII	4.8						7.3	42.5	29.2	10.9	5.4		100
Std VIII	3.8							12.7	38.9	31.2	9.3	4.0	100

How to read the table: In Std III, 78.2% (42.5+24.4+11.3) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 12% children in Std III in the ASER sample.

YOUNG CHILDREN

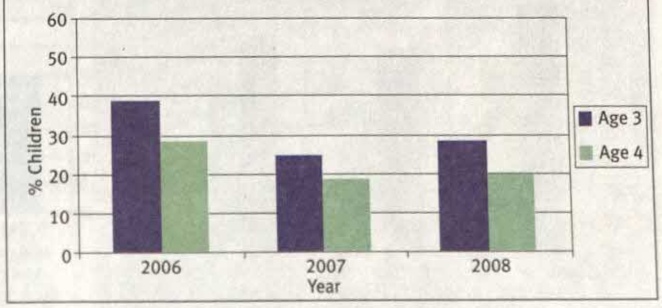
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	72.0				28.0	100
AGE: 4 ALL	79.9				20.1	100
AGE: 5 ALL	33.9	37.6	17.7	1.3	9.5	100
AGE: 6 ALL	7.7	64.3	22.4	1.6	4.1	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



ASER 2005 covered 489 districts. ASER 2006 covered 557 districts and ASER 2007 covered 570 districts.

INDIA *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	34.9	41.9	16.4	4.1	2.7	100
II	13.0	31.9	31.2	15.1	8.8	100
III	6.0	18.1	25.6	28.1	22.2	100
IV	3.2	10.1	17.3	28.6	40.9	100
V	1.9	6.2	11.1	24.6	56.2	100
VI	1.1	3.7	7.1	18.6	69.6	100
VII	0.8	2.4	4.5	14.3	78.0	100
VIII	0.5	1.4	2.8	10.4	84.8	100
TOTAL	9.0	16.4	15.6	18.0	41.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

पढ़ने की जाँच (1)

Std II Level

कहानी

बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गई। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियाँ उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

Std I Level

अनुच्छेद

नीतू के घर में गाय है।
उसका रंग सफ़ेद है।
गाय हरी घास खाती है।
वह बहुत दूध देती है।

न र म
च स
प ग द
ल थ

नाक तोता
कूड़ा
धुन मैना
देर रोटी
पीला
गुड़ दिन

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

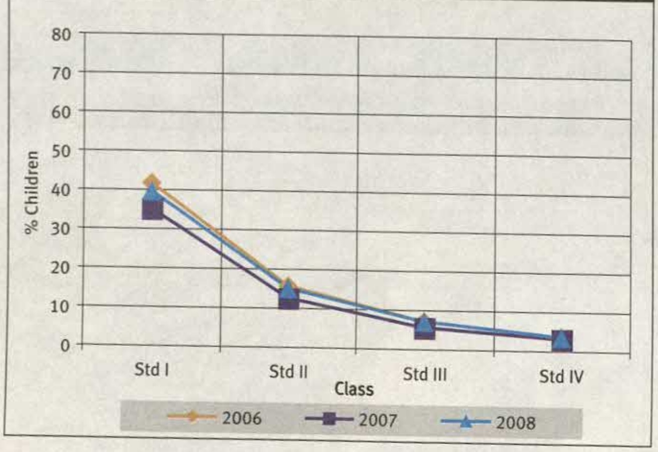
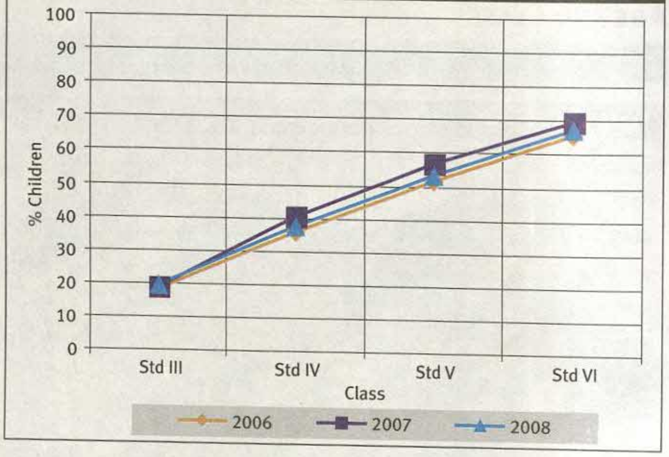


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

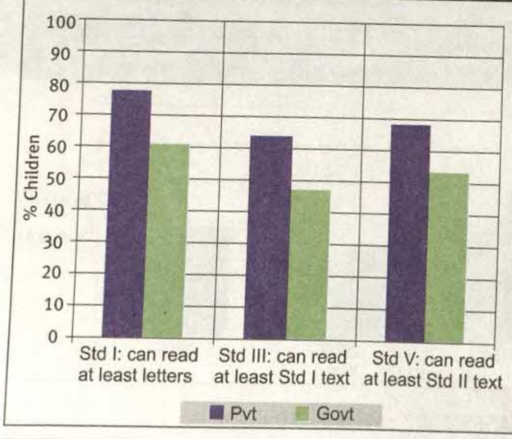
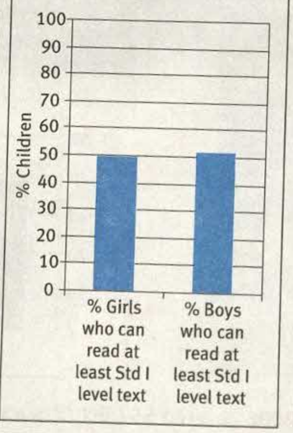
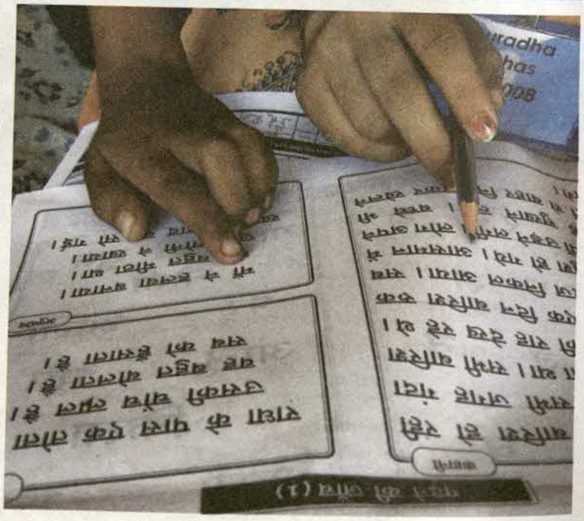


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III





ARITHMETIC LEVEL

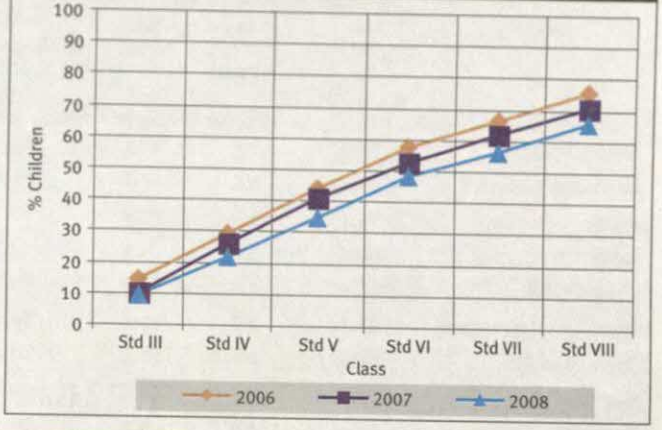
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	34.7	43.3	17.6	3.1	1.3	100
II	12.6	35.5	35.3	12.8	3.9	100
III	5.6	21.4	34.3	27.9	10.8	100
IV	2.8	12.7	27.3	33.2	24.0	100
V	1.8	7.9	20.7	32.8	37.0	100
VI	1.0	4.8	15.7	28.6	50.0	100
VII	0.7	3.2	12.4	25.7	58.0	100
VIII	0.4	1.9	9.2	21.6	66.9	100
TOTAL	8.8	18.4	22.4	22.5	27.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



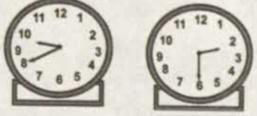
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

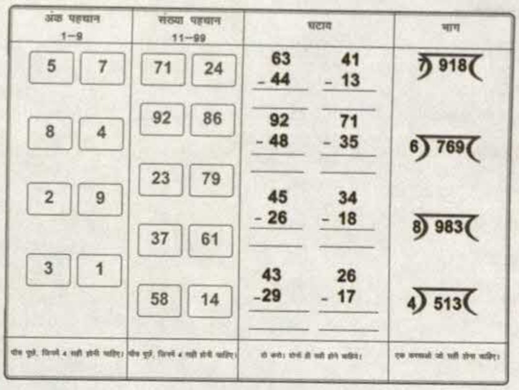
Std.	Tell time	Do currency tasks
I	7.0	21.4
II	17.6	42.6
III	32.9	61.9
IV	47.6	75.0
V	60.9	83.2
VI	72.1	89.3
VII	79.5	92.3
VIII	85.9	94.6
TOTAL	46.4	66.6

TESTING TOOL

Telling Time



Currency Tasks



अंक पहचान 1–9		संख्या पहचान 11–99		घटाव		भाग
5	7	71	24	63 − 44	41 − 13	7) 918
8	4	92	86	92 − 48	71 − 35	6) 769
2	9	23	79	45 − 26	34 − 18	8) 983
3	1	37	61	43 − 29	26 − 17	4) 513
		58	14			

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

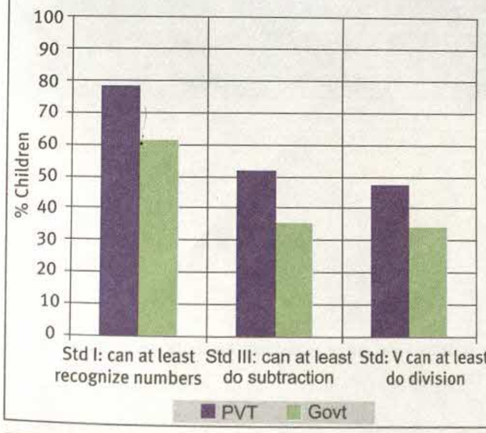
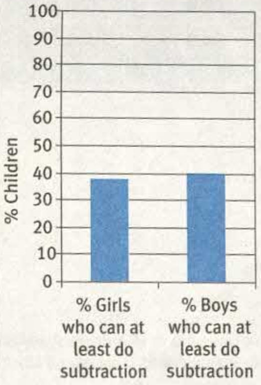
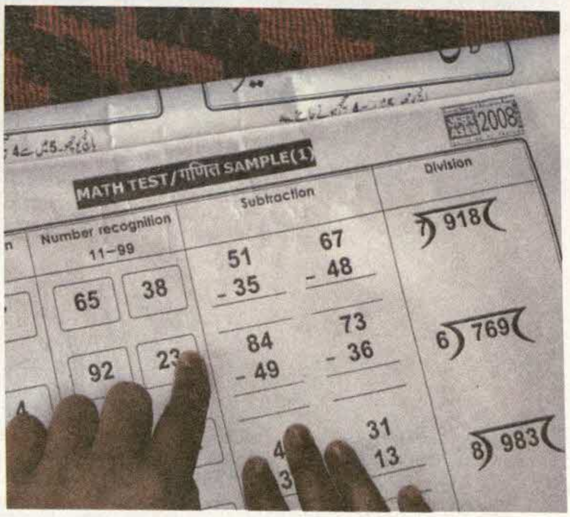


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III





INDIA *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Andhra Pradesh	87.9	3.4	27.6	87.0	87.9	72.1	63.4	32.7	77.3
Arunachal Pradesh*†	54.5	5.0	17.2	93.8	94.1	64.9	72.6	66.5	80.0
Assam	75.0	5.9	13.4	76.3	78.6	59.4	45.3	44.0	73.4
Bihar	60.8	5.7	8.3	68.2	70.0	67.7	62.2	52.3	75.4
Chhattisgarh	82.8	4.6	10.3	93.8	94.4	85.1	79.9	60.9	80.3
Dadra and Nagar Haveli	87.1	2.2	10.1	94.7	93.8	83.6	75.8	80.6	83.5
Daman and Diu	87.9	0.7	27.5	91.5	87.4	64.3	49.6	48.8	74.8
Goa	93.3	0.2	50.3	98.6	97.3	83.9	80.6	76.4	83.7
Gujarat*	83.6	4.2	8.2	72.3	72.3	59.6	43.1	40.6	61.2
Haryana	84.5	2.9	40.3	77.2	78.5	73.3	65.7	49.0	70.7
Himachal Pradesh	91.9	0.6	24.3	89.7	91.6	84.3	77.6	55.7	79.1
Jammu and Kashmir	61.5	2.7	37.5	89.0	90.2	55.0	54.2	50.9	74.0
Jharkhand*	69.4	5.9	9.9	68.8	68.1	61.9	49.9	44.0	69.5
Karnataka	89.9	3.6	18.1	83.4	83.0	60.6	41.1	39.8	76.6
Kerala*	88.3	0.2	49.1	98.6	97.8	85.9	75.8	72.1	87.6
Madhya Pradesh	91.1	1.9	16.2	96.6	95.7	91.7	85.9	70.5	87.2
Maharashtra	93.6	1.5	25.9	91.1	90.1	85.3	66.4	60.9	80.3
Manipur	59.7	2.6	63.7	96.7	98.0	80.3	80.2	63.3	91.3
Meghalaya	77.2	3.1	45.6	90.3	92.7	66.6	64.5	54.7	76.9
Mizoram*†	84.5	3.8	22.9	95.4	96.4	87.2	92.0	75.3	87.6
Nagaland*	70.5	4.5	41.6	96.3	96.3	71.7	68.6	70.4	86.0
Orissa	76.5	7.2	4.5	78.1	76.0	69.4	57.4	54.3	74.2
Puducherry	96.6	0.6	24.7	73.5	78.3	49.8	29.3	60.6	77.5
Punjab	80.1	2.7	41.7	86.2	84.6	69.7	64.2	50.9	70.2
Rajasthan	62.4	7.1	32.7	66.0	66.8	62.0	47.6	47.0	67.6
Sikkim	70.4	3.3	24.2	96.5	96.5	75.8	76.8	64.7	83.4
TamilNadu	89.4	0.6	20.6	54.7	62.6	45.7	36.3	35.8	63.2
Tripura	90.1	4.3	2.4	78.9	78.8	56.7	47.0	40.8	78.6
Uttar Pradesh	62.4	5.6	35.9	62.1	61.1	50.7	35.2	36.5	64.9
Uttarakhand*	89.8	1.0	27.9	79.8	79.4	75.2	59.8	48.7	73.2
West Bengal	75.9	5.7	5.3	84.0	84.8	67.7	55.5	36.9	74.0
Total	76.4	4.3	22.5	75.4	75.7	66.6	54.9	46.9	73.1

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* Arunachal Pradesh data avaliable for 10 out of 13 districts. Gujarat data avaliable for 25 out of 26 districts. Jharkhand data avaliable for 17 out of 22 districts. Kerala data avaliable for 12 out of 14 districts. Nagaland data avaliable for 10 out of 11 districts. Uttrakhand data avaliable for 9 out of 13 districts.

† Arunachal Pradesh and Mizoram state pages not included because of insufficient data at the state level.

ANDHRA PRADESH

ASSAM

BIHAR

CHHATTISGARH

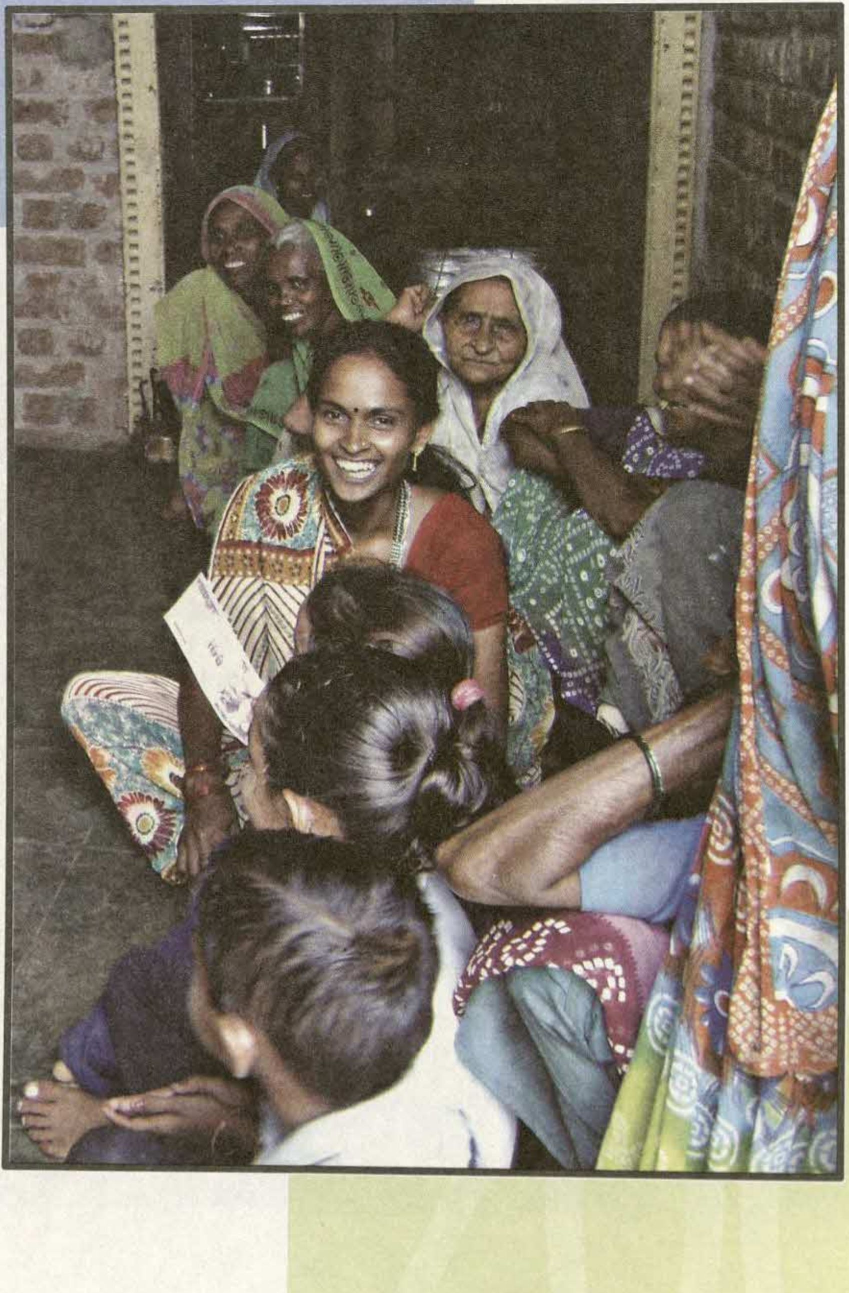
GOA

GUJARAT

INDIA

Annual Status of Education Report

ASER



2008

Facilitated by PRATHAM

ANDHRA PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 22 OUT OF 22 DISTRICTS

Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

ENROLLMENT

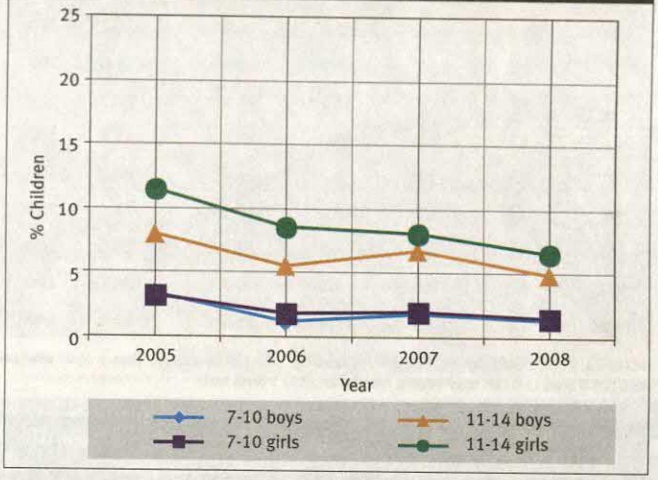
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	68.9	27.6	0.1	3.4	100
AGE: 7-16 ALL	69.0	25.0	0.1	5.9	100
AGE: 7-10 ALL	66.6	31.8	0.1	1.5	100
AGE: 7-10 BOYS	63.6	34.9	0.1	1.4	100
AGE: 7-10 GIRLS	69.7	28.6	0.2	1.6	100
AGE: 11-14 ALL	73.9	20.2	0.1	5.8	100
AGE: 11-14 BOYS	70.9	24.1	0.1	4.9	100
AGE: 11-14 GIRLS	77.0	16.3	0.1	6.6	100
AGE: 15-16 ALL	60.2	18.1	0.0	21.7	100
AGE: 15-16 BOYS	61.9	20.4	0.1	17.6	100
AGE: 15-16 GIRLS	58.6	15.7	0.0	25.8	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

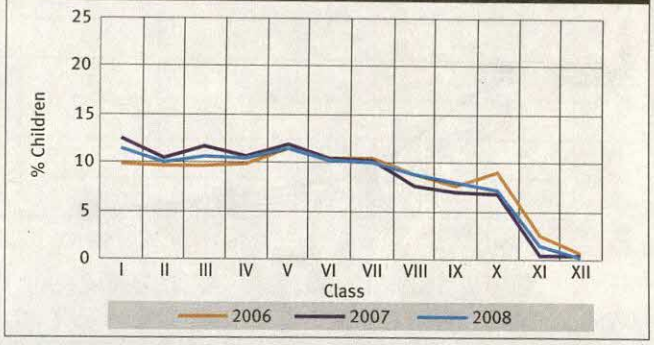
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	24.9	51.6	15.0	8.5									100
Std II	2.0	12.7	56.6	20.1	8.5								100
Std III	2.6		11.3	60.6	16.5	6.0	3.0						100
Std IV	3.1			12.2	59.3	19.3	6.1						100
Std V	4.1				9.0	60.9	18.1	5.5	2.4				100
Std VI	2.8					9.0	54.7	26.1	7.4				100
Std VII	2.3						8.3	64.0	20.0	5.4			100
Std VIII	3.6							13.1	63.9	16.7	2.8		100

How to read the table: In Std III, 83.1% (60.6+16.5+6.0) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 9.6% children in Std III in the ASER sample.

YOUNG CHILDREN

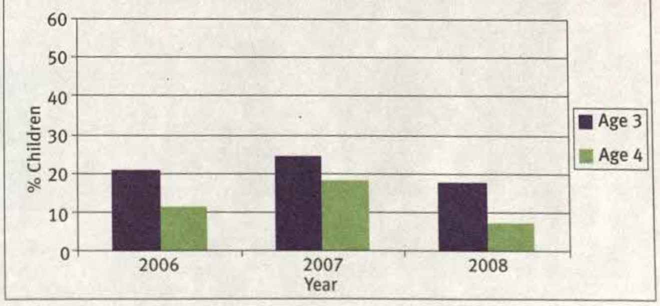
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School Govt.	In School Pvt.	In School Other School	Not going anywhere	Total
AGE: 3 ALL	82.0				18.0	100
AGE: 4 ALL	92.7				7.4	100
AGE: 5 ALL	30.0	30.5	36.0	0.1	3.3	100
AGE: 6 ALL	4.4	53.3	41.2	0.0	1.2	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Andhra Pradesh, ASER 2005, ASER 2006, ASER 2007 covered all 22 districts.

ANDHRA PRADESH *RURAL*

READING LEVEL

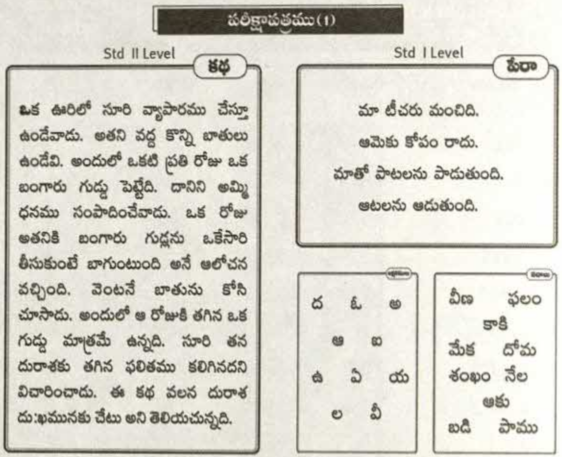
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	20.5	51.2	22.6	4.0	1.7	100
II	4.6	28.7	43.3	15.4	8.0	100
III	2.3	12.5	32.2	27.9	25.2	100
IV	1.4	5.0	18.2	29.7	45.8	100
V	0.5	2.9	9.9	26.6	60.0	100
VI	0.5	1.7	6.9	19.5	71.5	100
VII	0.5	1.2	4.9	13.9	79.6	100
VIII	0.2	0.8	3.2	9.7	86.1	100
TOTAL	4.0	13.5	17.9	18.5	46.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



పరీక్షాపత్రము (1)

Std II Level

కథ

ఒక ఊరిలో సూరి వ్యాపారము చేస్తూ ఉండేవాడు. అతని వద్ద కొన్ని బాతులు ఉండేవి. అందులో ఒకటి ప్రతి రోజు ఒక బంగారు గుడ్డు పెట్టేది. దానిని అమ్మి ధనము సంపాదించేవాడు. ఒక రోజు అతనికి బంగారు గుడ్లను ఒకేసారి తీసుకుంటే బాగుంటుంది అనే ఆలోచన వచ్చింది. వెంటనే బాతును కోసి చూసాడు. అందులో ఆ రోజుకి తగిన ఒక గుడ్డు మాత్రమే ఉన్నది. సూరి తన దురాశకు తగిన ఫలితము కలిగినదని విచారించాడు. ఈ కథ వలన దురాశ దు:ఖమునకు చేటు అని తెలియచున్నది.

Std I Level

పేరా

మా టీచరు మంచిది.
ఆమెకు కోపం రాదు.
మాతో పాటలను పాడుతుంది.
ఆటలను ఆడుతుంది.

ద ఓ అ
ఆ ఐ
ఉ ఏ య
ల వీ

వీణ ఫలం
కాకి
మేక దోమ
శంఖం నేల
ఆకు
బడి పాము

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

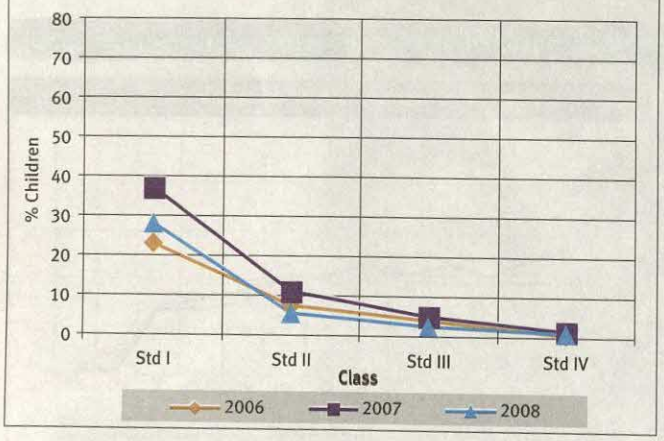
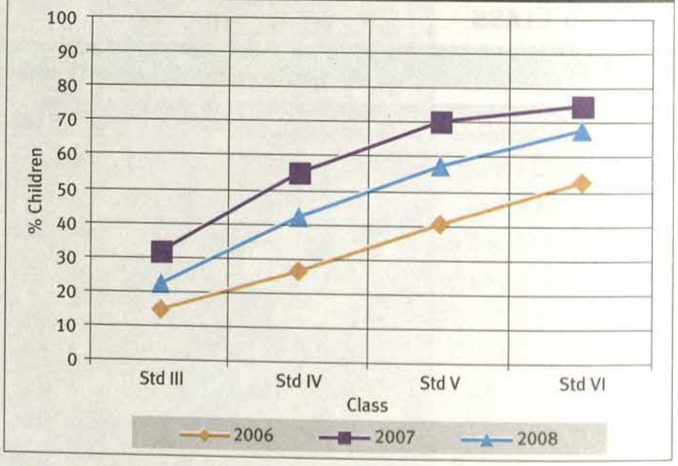


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

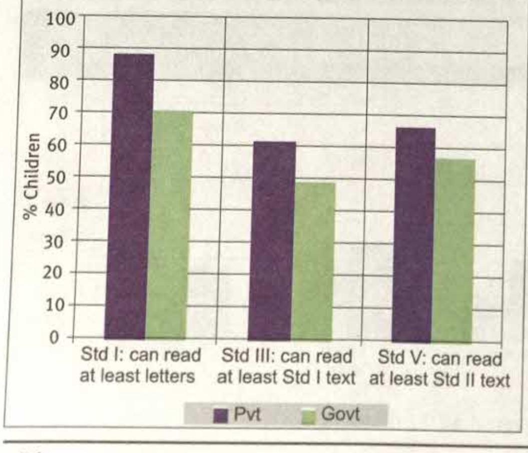
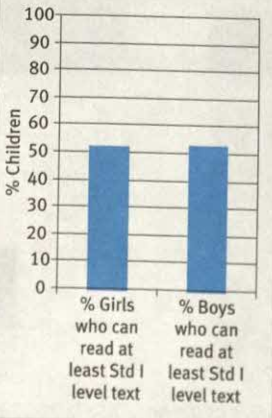


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ANDHRA PRADESH *RURAL*

ARITHMETIC LEVEL

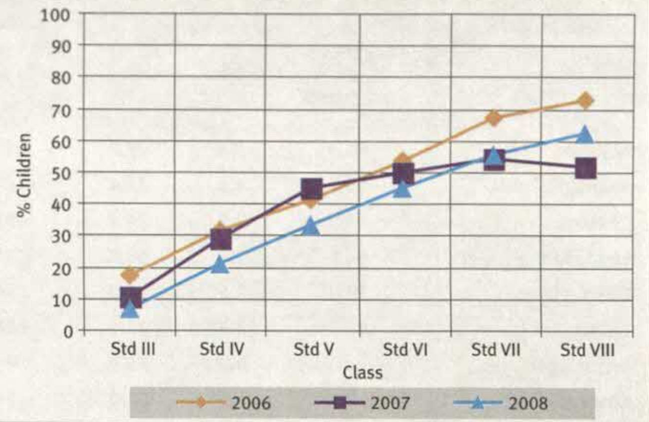
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	19.6	44.4	32.9	2.4	0.7	100
II	3.6	21.6	57.4	14.8	2.5	100
III	1.5	8.6	45.7	35.5	8.6	100
IV	0.8	3.4	28.6	43.5	23.6	100
V	0.6	1.7	19.8	41.8	36.1	100
VI	0.2	1.2	14.3	35.6	48.7	100
VII	0.2	1.0	13.1	28.0	57.7	100
VIII	0.0	0.5	8.2	25.6	65.6	100
TOTAL	3.5	10.8	27.8	28.4	29.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



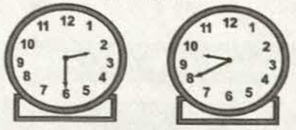
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

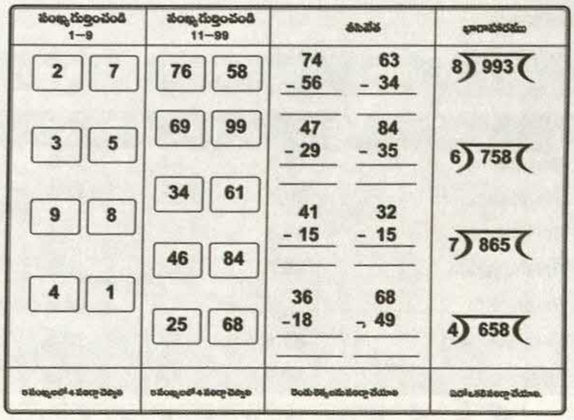
Std.	Tell time	Do currency tasks
I	4.9	23.2
II	10.5	47.1
III	18.4	66.2
IV	31.9	79.3
V	46.6	85.9
VI	58.3	90.7
VII	70.5	94.6
VIII	79.0	95.8
TOTAL	39.0	72.1

TESTING TOOL

Telling Time



Currency Tasks


1–9
11–99
2
7
3
5
9
8
4
1
76
58
69
99
34
61
46
84
25
68
74
- 56
63
- 34
47
- 29
84
- 35
41
- 15
32
- 15
36
-18
68
- 49
8) 993
6) 758
7) 865
4) 658

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

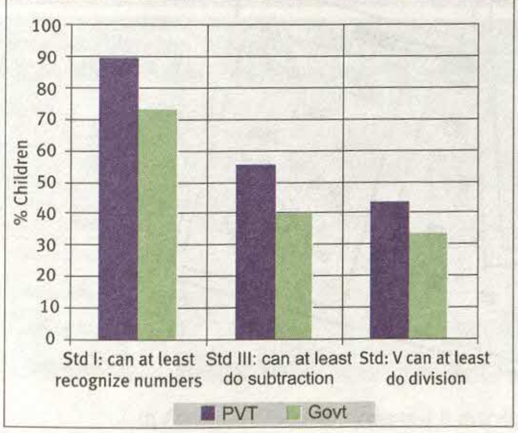
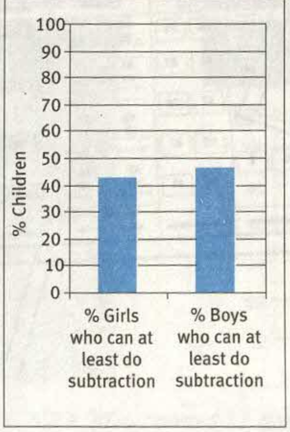


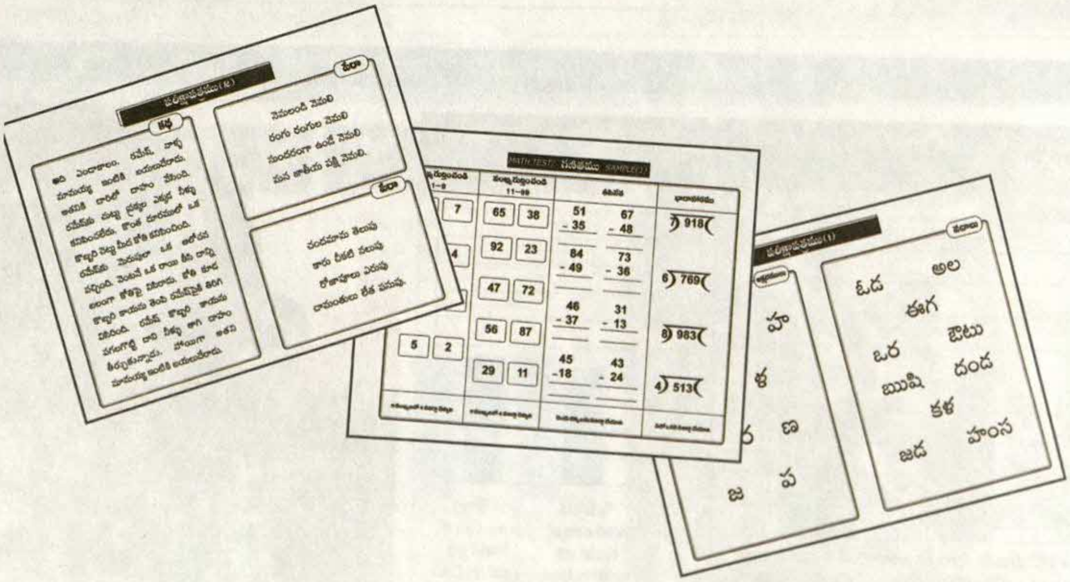
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



ANDHRA PRADESH *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who CAN **READ** letters, words or more	% Children (Std 1-2) who CAN **RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who CAN **READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who CAN **DO SUBTRACTION** or more	% Children (Std 3-5) who CAN **TELL TIME** of both clocks	% Children (Std 3-5) who CAN **DO CURRENCY TASKS**
Adilabad	80.9	8.1	27.2	77.6	82.7	47.6	39.6	29.5	54.6
Anantapur	83.7	4.6	22.4	81.1	83.9	70.0	65.5	29.2	82.0
Chittoor	84.9	1.9	24.7	94.6	94.6	77.8	68.3	41.2	79.0
Cuddapah	86.6	2.1	58.8	95.7	94.5	78.7	79.5	66.9	75.2
East Godavari	98.3	2.6	24.2	86.3	89.0	65.1	58.7	27.1	83.9
Guntur	81.7	2.6	22.1	94.3	93.8	70.0	58.3	37.8	67.4
Karimnagar*		4.0	45.9	83.4	87.7	71.4	58.4	20.6	76.7
Khammam	67.3	5.6	23.0	91.4	92.5	69.2	71.7	30.8	81.4
Krishna*		1.5	32.0	89.7	90.2	79.1	64.9	25.6	78.1
Kurnool	98.6	6.2	26.1	87.8	88.1	75.1	71.7	39.5	76.1
Mahbubnagar	83.6	3.8	26.3	79.2	81.4	64.4	52.3	39.9	73.1
Medak	78.6	2.5	24.7	75.8	81.1	69.6	50.9	29.7	81.7
Nalgonda	88.7	2.5	25.9	88.0	89.8	77.9	66.6	30.1	71.4
Nellore	93.5	4.3	22.5	96.3	95.4	78.5	73.3	35.2	90.9
Nizamabad	95.0	2.9	28.5	88.1	87.6	77.3	69.4	22.3	78.4
Prakasam	96.4	1.9	22.8	83.0	82.4	78.6	76.1	41.7	83.4
Rangareddy	78.8	1.8	30.8	81.6	84.5	61.6	47.6	23.5	75.2
Srikakulam	89.1	3.1	14.4	90.1	87.3	81.9	75.9	31.8	88.2
Visakhatnam	98.3	3.1	15.5	78.8	76.8	65.5	52.8	13.5	71.9
Vizianagaram	88.7	3.1	17.6	87.5	85.7	69.3	61.7	24.8	75.6
Warangal*		3.0	44.8	91.8	90.6	70.4	58.8	47.6	68.3
West Godavari	81.8	5.0	27.6	91.7	93.7	82.4	71.1	25.9	85.9
Total	87.9	3.4	27.6	87.0	87.9	72.1	63.4	32.7	77.3



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* Blank cells indicate insufficient data.

ASSAM *RURAL*

ALL ANALYSIS BASED ON DATA FROM 23 OUT OF 23 DISTRICTS

Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

ENROLLMENT

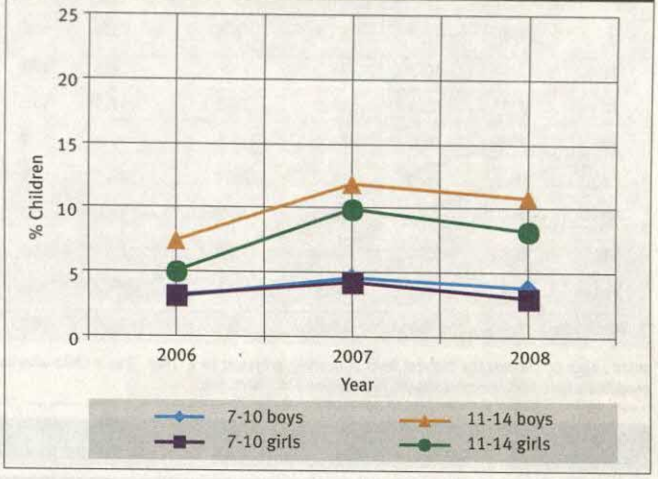
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	75.3	13.4	5.4	5.9	100
AGE: 7-16 ALL	72.7	13.8	4.9	8.5	100
AGE: 7-10 ALL	78.4	12.5	5.6	3.4	100
AGE: 7-10 BOYS	76.5	14.1	5.6	3.8	100
AGE: 7-10 GIRLS	80.3	10.9	5.8	3.0	100
AGE: 11-14 ALL	71.1	14.5	4.7	9.7	100
AGE: 11-14 BOYS	69.4	14.9	4.9	10.9	100
AGE: 11-14 GIRLS	72.9	14.2	4.6	8.3	100
AGE: 15-16 ALL	57.9	16.3	3.2	22.7	100
AGE: 15-16 BOYS	55.8	15.9	3.1	25.2	100
AGE: 15-16 GIRLS	59.6	17.1	3.3	20.0	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

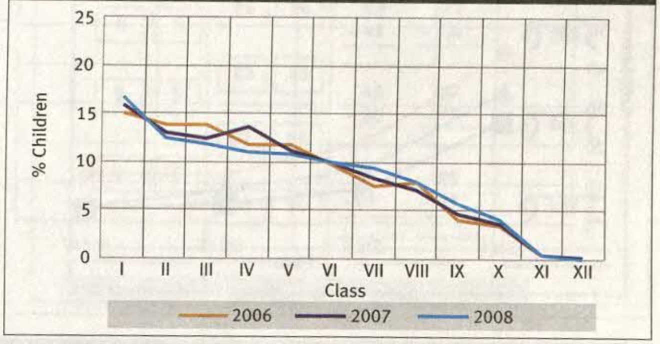
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	28.3	39.9	18.8	8.2	4.8								100
Std II	3.9	14.8	37.1	28.4	7.1	5.8	3.0						100
Std III	3.4		15.1	40.4	23.2	10.9	7.0						100
Std IV	4.8			13.9	26.4	38.5	6.9	6.1	3.6				100
Std V	5.3				7.5	38.5	26.4	14.3	4.4	3.7			100
Std VI	4.2					11.8	24.0	40.2	10.8	6.0	3.0		100
Std VII	5.3						7.7	31.1	34.2	14.8	4.8	2.0	100
Std VIII	3.8							10.6	29.6	38.2	11.2	6.7	100

How to read the table: In Std III, 74.5% (40.4+23.2+10.9) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.7% children in Std III in the ASER sample.

YOUNG CHILDREN

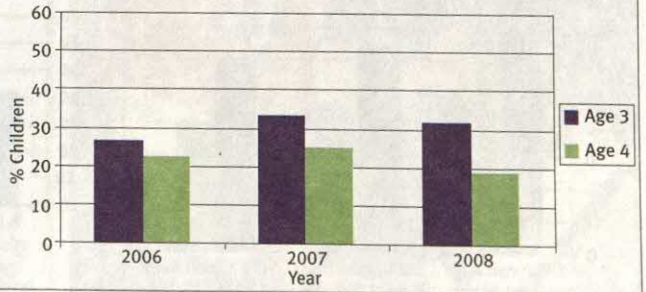
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School Govt.	 Pvt.	 Other School	Not going anywhere	Total
AGE: 3 ALL	68.1				31.9	100
AGE: 4 ALL	81.0				19.0	100
AGE: 5 ALL	32.7	44.6	11.1	5.0	6.7	100
AGE: 6 ALL	8.5	70.1	12.0	5.9	3.5	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Assam, ASER 2005 covered 8 districts. ASER 2006 covered 17 districts. ASER 2007 covered all 23 districts.

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	32.0	43.8	16.9	5.5	1.8	100
II	12.9	30.3	35.5	13.7	7.6	100
III	8.0	17.6	32.2	24.2	17.9	100
IV	3.6	8.9	23.1	32.1	32.4	100
V	2.4	6.9	17.5	29.7	43.5	100
VI	1.4	4.3	10.5	24.8	59.0	100
VII	0.6	2.4	7.4	18.2	71.4	100
VIII	0.3	2.1	4.5	13.4	79.7	100
TOTAL	9.7	17.4	19.5	19.4	34.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

পঠনৰ মূল্যায়ন - ১

Std II Level

গল্প

জোন আৰু বুবু দুয়ো ভাই-ককাই। জোন পঢ়াত আৰু বুবু খেলাত বৰ ভাল। বুবুৱে পঢ়িবলৈ আৰু লিখিবলৈ ভালদৰে নাজানে। বুবুক যদি জোনে পঢ়িবলৈ কয় সি খেলিবলৈহে ধৰে। সেইবাবে জোনে তাৰ এটা উপায় উলিয়ালে। পিছদিনাৰ পৰা সি তাৰ লগত খেলিবলৈ ধৰিলে। খেলৰ মাজেৰে সি বুবুক পঢ়িবলৈ আৰু লিখিবলৈ শিকালে । ইয়াৰ ফলত সচাঁকৈয়ে বুবুৱে বৰ্ণ আৰু সংখ্যা চিনি পালে।

Std I Level

দফা

চুমি এজনী সৰু ছোৱালী।
তাইৰ পঢ়িবলৈ কিতাপ আছে।
লিখিবলৈ তাইৰ বহী আছে।
বহীত তাই অংক কৰিব।

বৰ্ণ

ঠ ফ দ
চ ৰ
ক্ষ য ভ
হ জ

শব্দ

কাপ খালৈ
বৃক্ষ
নীলা বেল
জুই হাতী
পাখি
মূঢ়া ঢোল

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

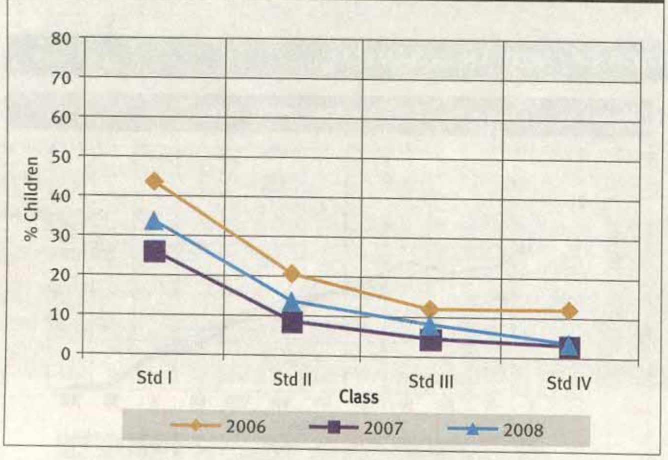
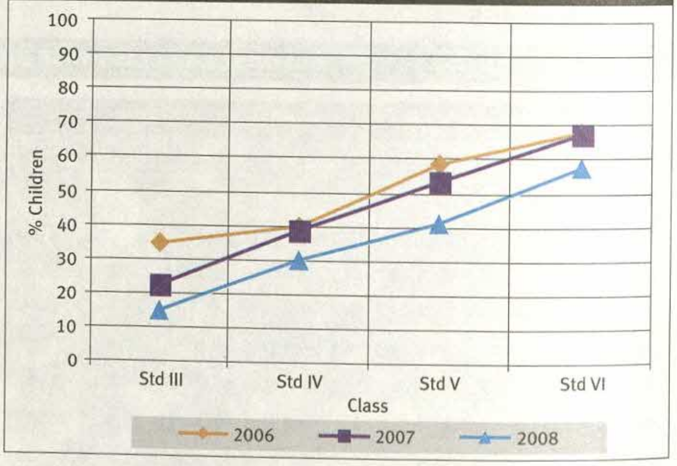


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

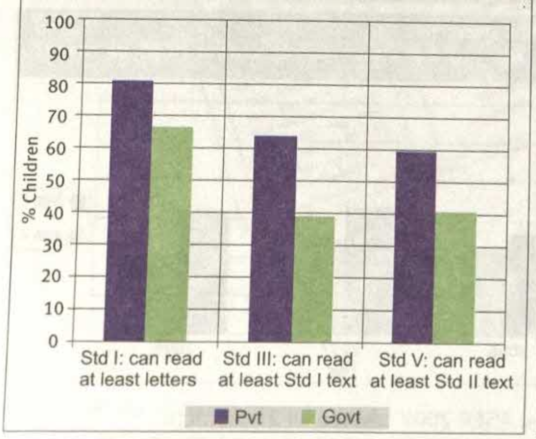
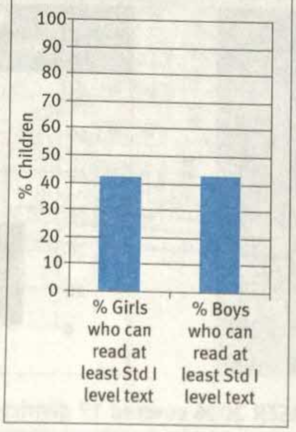


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

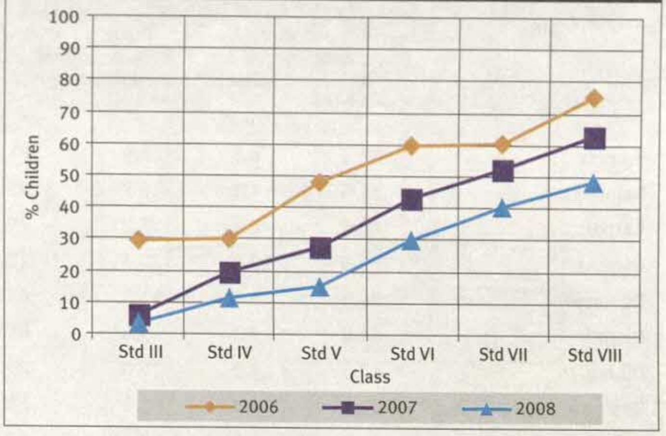
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	29.3	50.9	16.6	2.9	0.3	100
II	10.9	40.3	34.7	12.3	1.8	100
III	5.7	26.3	36.3	26.9	4.7	100
IV	2.7	16.7	32.7	34.5	13.4	100
V	2.4	11.3	29.0	39.1	18.2	100
VI	1.3	7.0	22.3	38.9	30.4	100
VII	0.7	4.3	17.6	36.6	40.9	100
VIII	0.3	2.5	13.2	35.3	48.7	100
TOTAL	8.5	23.3	25.6	26.0	16.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



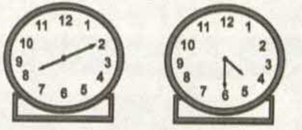
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

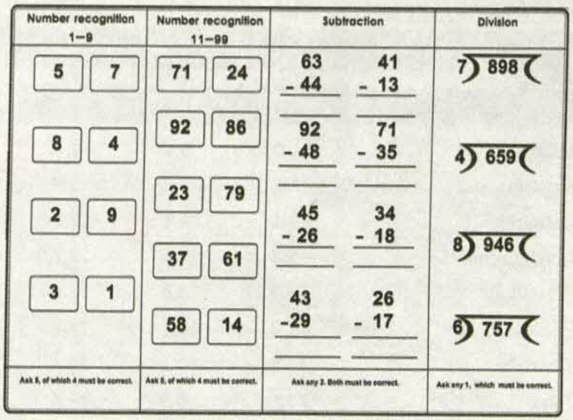
Std.	Tell time	Do currency tasks
I	7.2	22.4
II	17.6	44.4
III	31.0	62.5
IV	46.3	74.5
V	55.7	84.4
VI	68.6	89.3
VII	78.4	92.0
VIII	83.6	94.7
TOTAL	43.4	65.7

TESTING TOOL

Telling Time



Currency Tasks



Number recognition 1–9	Number recognition 11–99	Subtraction	Division
5 7 8 4 2 9 3 1	71 24 92 86 23 79 37 61 58 14	63 − 44, 41 − 13 92 − 48, 71 − 35 45 − 26, 34 − 18 43 − 29, 26 − 17	7) 898 4) 659 8) 946 6) 757
Ask 5, of which 4 must be correct.	Ask 5, of which 4 must be correct.	Ask any 2. Both must be correct.	Ask any 1, which must be correct.

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

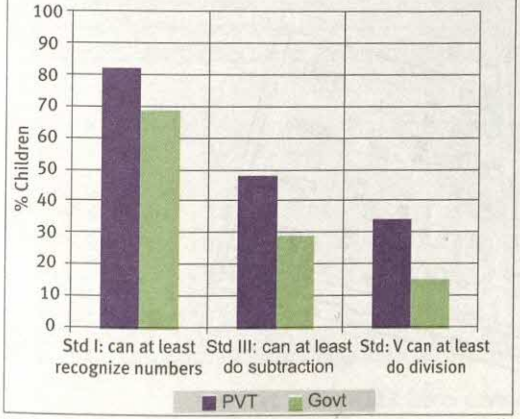
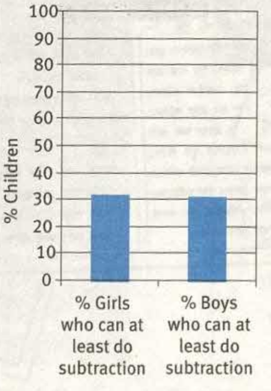
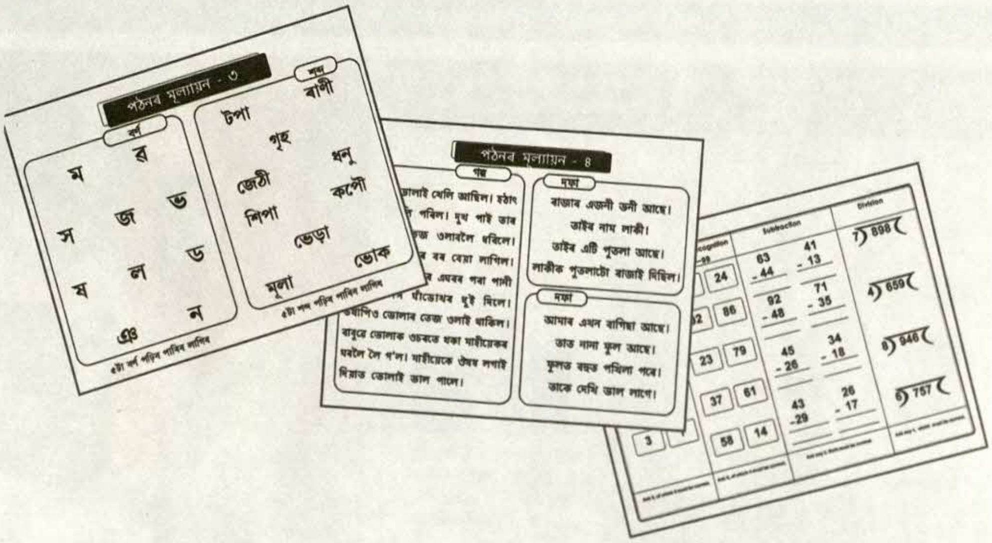


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Barpeta	89.5	4.9	15.9	71.4	72.9	63.9	41.0	51.0	81.8
Bongaigaon	55.6	4.2	15.7	75.4	77.1	61.0	43.5	47.5	65.8
Cachar	60.8	4.1	7.3	79.9	82.5	40.5	31.6	20.6	71.9
Darrang	59.5	12.8	20.8	72.1	79.7	73.2	63.1	54.3	70.5
Dhemaji	50.0	3.1	11.3	63.4	69.9	42.8	21.7	34.5	71.2
Dhubri	84.8	9.1	5.4	65.8	70.4	52.8	49.0	43.1	65.8
Dibrugarh	80.0	4.3	25.0	80.6	85.7	67.7	58.8	56.7	79.4
Goalpara	84.2	4.4	11.9	73.1	76.2	65.0	50.0	58.1	81.1
Golaghat	66.7	4.5	20.6	76.5	78.6	63.3	45.2	38.8	63.3
Hailakandi	60.1	4.2	7.0	81.6	68.3	64.4	51.4	57.0	71.0
Jorhat	80.5	3.5	15.2	90.4	87.5	66.7	50.4	44.4	66.4
Kamrup	86.4	4.7	18.1	78.4	81.3	61.4	52.1	50.4	65.4
Karbi Anglang	22.4	4.1	7.4	98.3	97.7	56.6	54.1	68.1	78.7
Karimganj	74.1	4.6	8.6	85.4	82.9	55.4	34.2	45.6	69.0
Kokrajhar	62.5	4.7	19.7	65.0	68.7	55.2	31.8	21.1	57.2
Lakhimpur	81.2	4.9	11.5	69.0	69.0	56.9	50.3	55.4	68.4
Marigaon	94.9	6.1	9.4	59.7	66.9	61.2	49.2	38.1	78.4
Nagaon	85.3	2.4	5.3	78.7	80.8	59.2	40.8	36.4	79.7
Nalbari	89.4	4.1	19.2	84.6	82.9	76.7	65.8	55.8	92.9
North Cachar Hill	65.6	2.4	19.7	93.2	91.5	72.8	74.9	73.1	75.1
Sivasagar	68.3	4.6	11.6	79.3	85.6	74.4	56.9	37.0	78.2
Sonitpur	81.3	11.3	15.7	74.4	75.2	51.0	29.0	33.3	73.0
Tinsukia	52.2	14.5	26.4	71.8	77.1	58.5	42.5	43.3	73.9
Total	75.0	5.9	13.4	76.3	78.6	59.4	45.3	44.0	73.4



BIHAR *RURAL*

ALL ANALYSIS BASED ON DATA FROM 35 OUT OF 37 DISTRICTS

ENROLLMENT

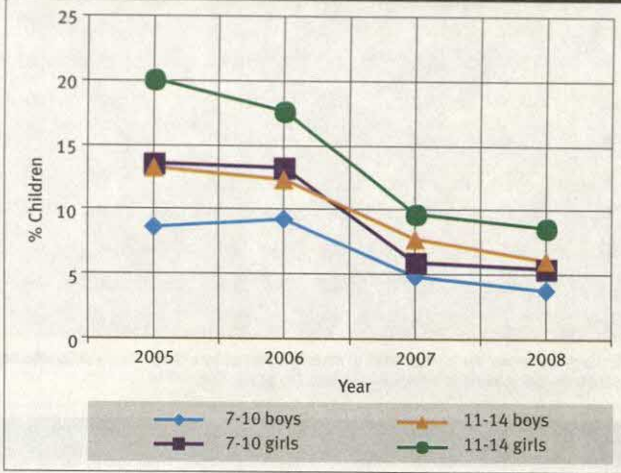
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	83.6	8.3	2.5	5.7	100
AGE: 7-16 ALL	83.0	7.8	2.3	6.9	100
AGE: 7-10 ALL	83.8	9.1	2.6	4.5	100
AGE: 7-10 BOYS	83.6	10.2	2.4	3.8	100
AGE: 7-10 GIRLS	83.9	7.7	2.9	5.4	100
AGE: 11-14 ALL	83.7	6.9	2.1	7.3	100
AGE: 11-14 BOYS	84.3	7.8	1.8	6.1	100
AGE: 11-14 GIRLS	83.1	5.6	2.5	8.8	100
AGE: 15-16 ALL	76.5	4.9	1.6	17.0	100
AGE: 15-16 BOYS	77.3	4.6	1.3	16.8	100
AGE: 15-16 GIRLS	75.7	5.1	2.0	17.1	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

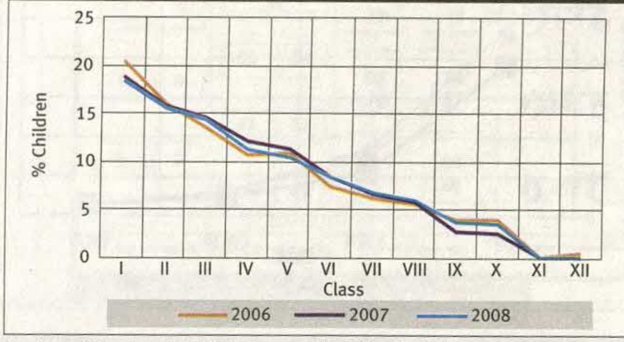
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	18.8	36.5	18.8	15.5	10.4								100
Std II	3.4	14.3	21.7	31.6	8.9	12.6	7.5						100
Std III	4.6		9.1	30.7	16.9	22.4	5.2	7.4	3.8				100
Std IV	5.7			14.9	13.9	32.8	9.5	14.3	4.3	4.6			100
Std V	2.1			6.6	7.1	30.9	13.5	22.4	8.5	5.6	3.4		100
Std VI	5.6					17.0	14.7	34.0	12.9	9.7	4.2	1.9	100
Std VII	8.2						7.6	32.7	21.8	17.5	8.6	3.6	100
Std VIII	6.5							17.9	23.1	28.9	15.6	8.4	100

How to read the table: In Std III, 70.0% (30.7+16.9+22.4) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 12% children in Std III in the ASER sample.

YOUNG CHILDREN

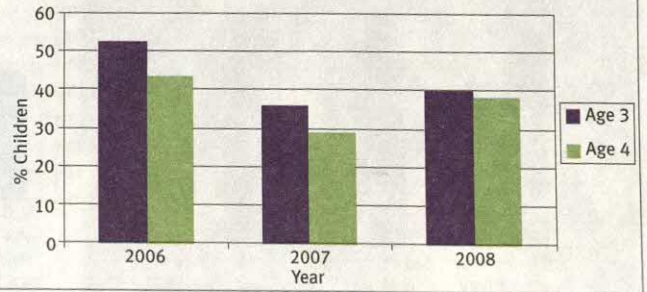
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	59.9				40.1	100
AGE: 4 ALL	61.5				38.5	100
AGE: 5 ALL	33.1	41.0	5.7	2.0	18.2	100
AGE: 6 ALL	14.6	68.1	7.3	2.7	7.3	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Bihar, ASER 2005 covered 36 districts. ASER 2006, ASER 2007 covered all 37 districts.

BIHAR *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	45.0	34.1	12.2	4.8	4.0	100
II	16.4	32.4	26.3	13.7	11.3	100
III	6.5	18.7	23.3	25.4	26.0	100
IV	3.0	8.8	15.7	27.0	45.6	100
V	1.8	5.6	7.7	21.0	63.9	100
VI	1.0	3.3	4.5	14.0	77.3	100
VII	0.8	2.2	2.5	9.5	85.0	100
VIII	0.5	0.7	1.8	5.6	91.4	100
TOTAL	13.4	17.4	14.1	15.4	39.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

पढ़ने की जाँच (2)

Std II Level

कहानी

रमेश और महेश मित्र थे। एक दिन वे दोनों आम के बगीचे में घूमने गये। अचानक दोनों ने वहाँ साँप और नेवले को लड़ते हुये देखा। उन्होंने लड़ाई रोकने के लिये एक तरीका निकाला। महेश ने जल्दी से नेवले की ओर लकड़ी फैंकी। नेवला डर कर भाग गया। साँप भी बिल में छिप गया। रमेश और महेश यह देखकर खुश हुये।

Std I Level

अनुच्छेद

गाँव में एक सड़क है।
वह काफी पुरानी है।
उसमें पानी भर जाता है।
इससे सब दुखी हैं।

द क च
ब ल
थ ह त
म ख

हीरा कैसा
शेर
नानी भालू
काम पीला
फूल
दिन मोर

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

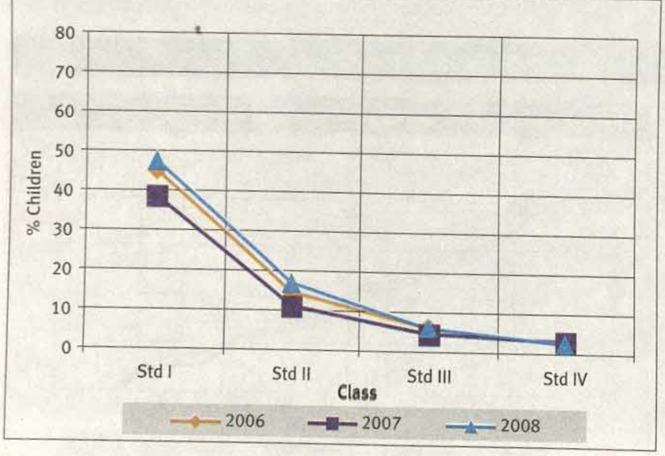
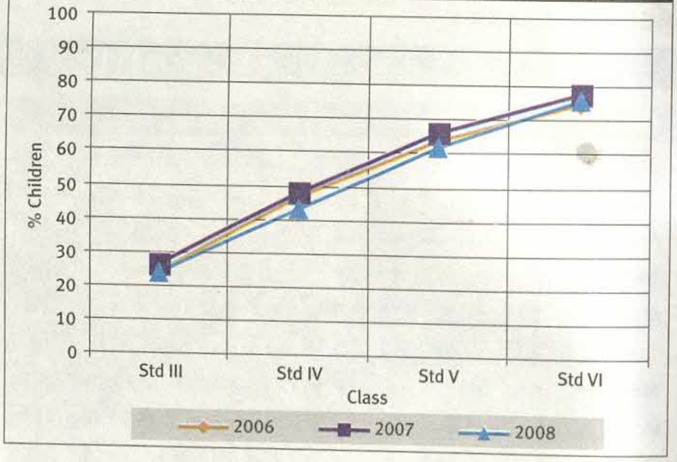


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

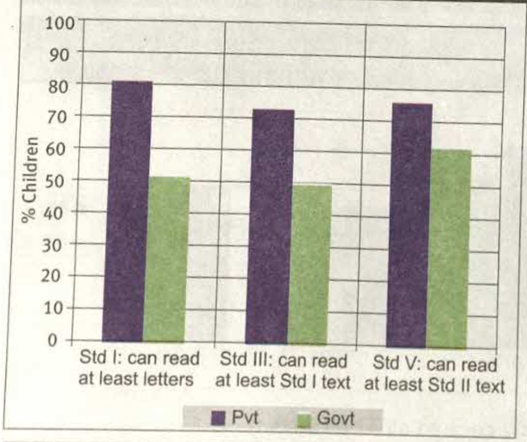
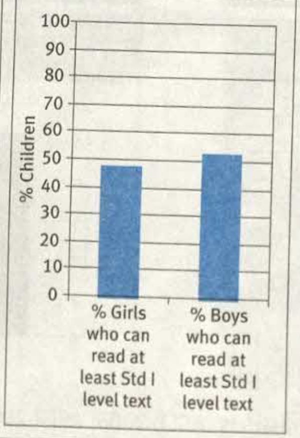


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

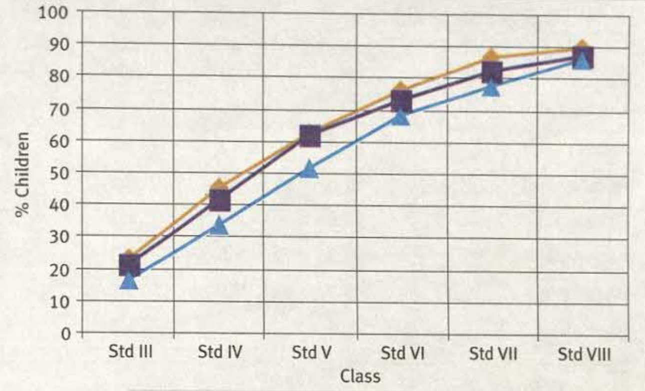
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	43.2	37.1	12.9	4.5	2.4	100
II	14.8	36.4	27.7	13.8	7.3	100
III	5.7	21.3	28.3	27.2	17.5	100
IV	2.9	10.8	19.5	31.7	35.1	100
V	1.7	5.9	11.1	28.9	52.4	100
VI	1.0	3.1	8.1	18.9	68.8	100
VII	0.8	1.8	5.4	14.1	77.9	100
VIII	0.5	0.8	2.7	9.4	86.5	100
TOTAL	12.7	19.3	16.7	18.2	33.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



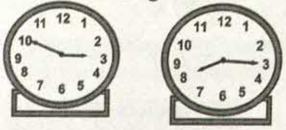
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

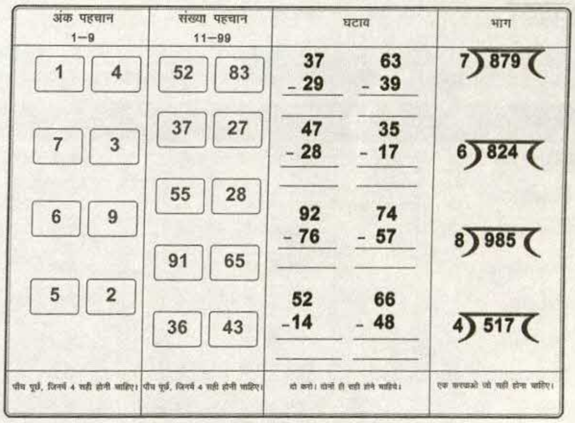
Std.	Tell time	Do currency tasks
I	8.9	23.5
II	21.7	46.0
III	38.3	65.8
IV	55.4	78.4
V	68.1	85.3
VI	79.3	91.7
VII	84.4	93.2
VIII	89.2	94.7
TOTAL	46.0	64.4

TESTING TOOL

Telling Time



Currency Tasks



अंक पहचान 1–9	संख्या पहचान 11–99	घटाव		भाग
1 4	52 83	37 - 29	63 - 39	7) 879 (
7 3	37 27	47 - 28	35 - 17	6) 824 (
6 9	55 28	92 - 76	74 - 57	8) 985 (
5 2	91 65	52 -14	66 - 48	4) 517 (
	36 43			
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।		एक करवाओ जो सही होना चाहिए।

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

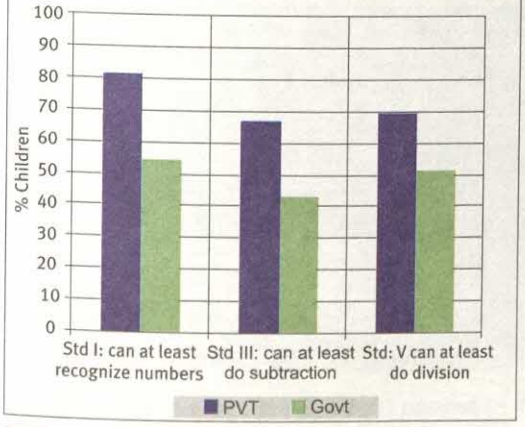
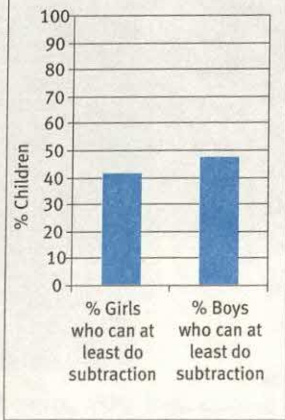
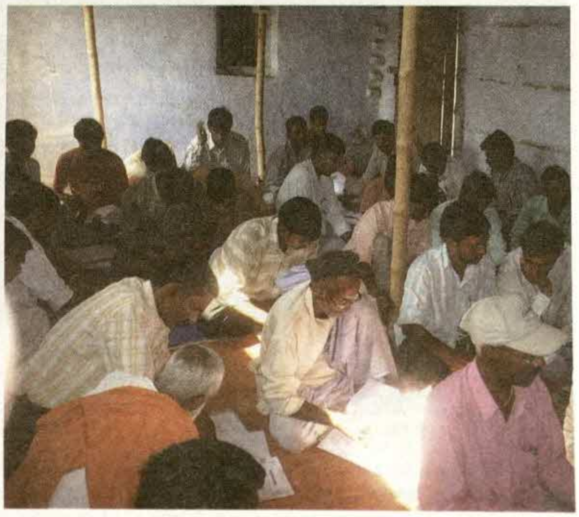


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III





BIHAR *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	**OUT OF SCHOOL**	**PRIVATE SCHOOL**	**STD 1-2 : LEARNING LEVELS**		**STD 3-5 : LEARNING LEVELS**			
District	% Children (Age 3-4) in **Anganwadi** or **pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Araria	10.3	12.3	2.8	48.9	57.4	58.8	49.3	39.7	77.7
Aurangabad	80.3	1.9	9.0	76.6	79.4	70.2	53.7	49.3	70.9
Banka	52.9	7.4	6.3	71.4	73.7	69.8	67.4	53.7	68.5
Begusarai	50.3	5.8	7.3	69.9	71.1	72.8	69.3	59.1	80.2
Bhagalpur	73.9	5.6	5.6	68.2	66.3	58.9	59.2	53.5	77.8
Bhojpur	75.6	4.3	14.2	89.2	89.9	85.2	85.5	70.5	86.4
Buxar	99.1	0.3	6.5	97.0	96.8	87.5	86.4	78.7	78.7
Darbhanga	39.2	4.0	7.6	63.4	67.4	68.5	68.4	53.4	74.8
Gaya	76.4	4.9	17.2	78.2	78.8	77.8	74.9	41.1	62.1
Gopalganj*		1.2	18.8	70.9	69.8	79.2	78.6	64.3	76.3
Jamui	66.3	3.6	3.6	72.1	66.6	73.1	70.1	61.0	72.8
Jehanabad	73.5	4.9	7.8	71.7	81.0	77.6	67.4	55.6	77.2
Bhabua	84.8	1.8	2.6	76.5	77.8	60.0	50.8	51.8	77.0
Katihar	79.8	2.5	1.8	87.2	83.4	55.5	51.0	39.9	70.9
Khagaria	84.5	3.4	7.6	76.2	73.8	67.3	61.5	47.0	72.7
Kishanganj	42.0	3.8	12.1	64.4	61.4	65.0	50.5	69.0	68.1
Lakhisarai	40.9	8.4	4.0	65.8	68.6	74.3	61.7	58.9	67.1
Madhubani	55.2	7.3	3.0	64.4	64.8	62.8	52.6	49.6	74.3
Munger	50.0	3.5	13.9	72.8	75.0	75.4	70.1	66.3	78.4
Muzaffarpur	74.4	6.5	4.4	55.1	61.0	57.7	46.7	33.3	72.9
Nalanda	88.1	5.6	12.2	59.3	57.9	58.0	55.6	51.4	63.8
Nawada	67.6	4.8	9.2	77.8	71.0	66.7	57.5	63.7	84.5
Pashchim Champaran	59.5	8.1	10.8	68.4	72.8	65.9	58.5	46.3	77.3
Patna	53.9	2.4	17.0	81.5	82.4	65.5	62.3	69.3	84.6
Purbi Champaran	39.2	7.4	4.2	51.8	60.1	61.8	56.3	38.5	81.2
Purnia	62.3	10.0	2.5	80.1	74.8	70.9	67.6	63.8	72.1
Rohtas	83.7	2.3	9.7	79.2	77.5	73.5	67.5	59.9	81.5
Saharsa	64.4	6.5	6.6	75.2	75.7	68.3	64.4	53.3	80.3
Samastipur	70.8	5.0	9.0	45.3	51.3	54.2	53.4	33.8	70.2
Saran	65.0	4.8	12.2	67.7	68.6	72.6	66.1	52.7	72.2
Sheikhpura	63.1	6.5	6.3	66.4	71.2	73.7	73.6	61.1	78.8
Sheohar	70.7	3.0	4.1	79.6	79.7	77.6	73.8	64.9	86.5
Sitamarhi	46.6	11.7	4.8	57.1	62.4	71.3	61.8	58.5	77.9
Siwan	62.3	6.1	15.0	68.3	70.6	65.1	58.4	56.4	73.3
Vaishali	35.4	4.5	16.1	89.9	89.1	73.9	64.2	51.7	83.7
Total	60.8	5.7	8.3	68.2	70.0	67.7	62.2	52.3	75.4

*In 2008, ASER was not conducted in Supaul and Madhepura due to the floods.
* Blank cells indicate insufficient data.

CHHATTISGARH *RURAL*

Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM 15 OUT OF 16 DISTRICTS

ENROLLMENT

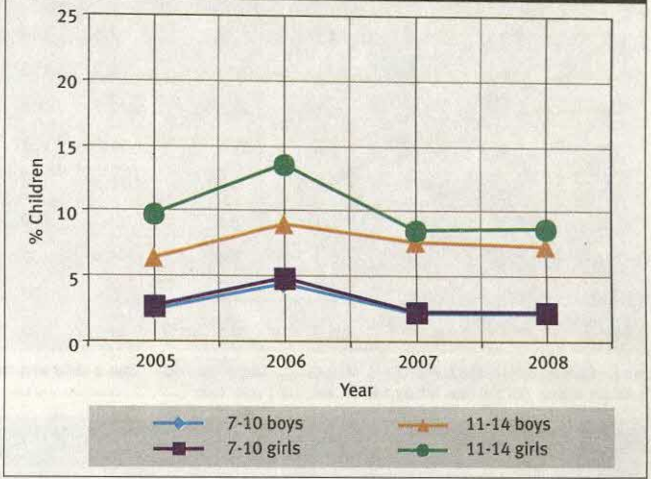
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
AGE: 6-14 **ALL**	84.8	10.3	0.3	4.6	100
AGE: 7-16 **ALL**	81.2	9.7	0.3	8.8	100
AGE: 7-10 **ALL**	86.1	11.4	0.3	2.3	100
AGE: 7-10 **BOYS**	84.8	12.8	0.3	2.1	100
AGE: 7-10 **GIRLS**	87.0	10.3	0.4	2.3	100
AGE: 11-14 **ALL**	83.6	8.0	0.2	8.2	100
AGE: 11-14 **BOYS**	82.6	9.8	0.2	7.4	100
AGE: 11-14 **GIRLS**	84.7	6.4	0.3	8.7	100
AGE: 15-16 **ALL**	63.2	9.6	0.1	27.1	100
AGE: 15-16 **BOYS**	64.7	10.5	0.1	24.7	100
AGE: 15-16 **GIRLS**	61.0	9.2	0.2	29.6	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

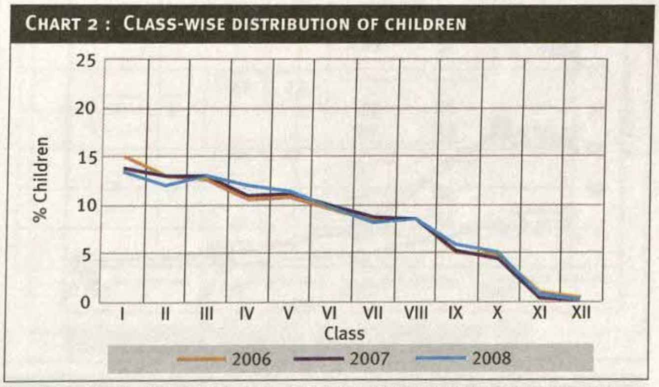
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	13.9	59.6	19.9	6.6									100
Std II	1.4	8.4	40.5	42.5	7.1								100
Std III	1.4		8.2	34.9	42.2	9.5	3.9						100
Std IV	1.5			7.9	28.1	48.8	7.3	6.4					100
Std V	5.3					33.6	41.7	13.2	6.2				100
Std VI	1.5					4.1	22.5	52.2	12.9	6.7			100
Std VII	6.2							26.4	47.6	13.9	5.9		100
Std VIII	8.6								22.6	49.3	13.5	6.0	100

How to read the table: In Std III, 86.6% (34.9+42.2+9.5) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 13.0% children in Std III in the ASER sample.

YOUNG CHILDREN

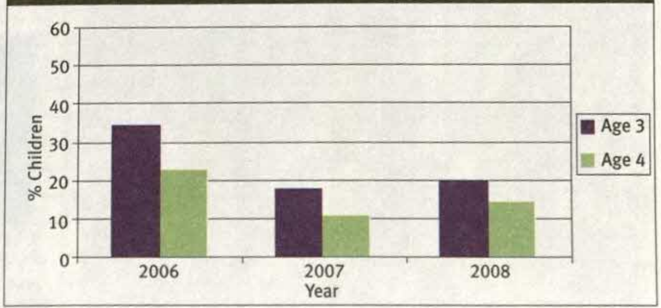
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
AGE: 3 ALL	80.2				19.8	100
AGE: 4 ALL	85.7				14.3	100
AGE: 5 ALL	60.1	22.0	10.1	0.4	7.4	100
AGE: 6 ALL	5.3	78.3	14.3	0.1	1.9	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Chhattisgarh, ASER 2005 covered 15 districts. ASER 2006 covered all 16 districts. ASER 2007 covered 15 districts.

CHHATTISGARH *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	9.3	58.2	24.7	5.4	2.3	100
II	2.8	20.0	49.2	22.1	5.9	100
III	0.6	5.2	24.6	47.0	22.7	100
IV	0.2	1.3	6.6	35.9	56.1	100
V	0.1	0.9	3.4	20.6	75.0	100
VI	0.2	0.5	1.1	8.9	89.3	100
VII	0.0	0.3	0.5	4.9	94.4	100
VIII	0.1	0.1	0.2	2.8	96.8	100
TOTAL	1.9	12.6	15.5	20.1	49.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

पढ़ने की जाँच (1)

Std II Level

कहानी

बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गई। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियाँ उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

Std I Level

अनुच्छेद

राधा के पास एक तोता है।
उसकी चोंच लाल है।
वह बहुत बोलता है।
सब को हँसाता है।

न र म
च स
प ग द
ल थ

आग सोच
ताला
गिर पानी
चौकी धुन
देश
पैसा बूढ़ा

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

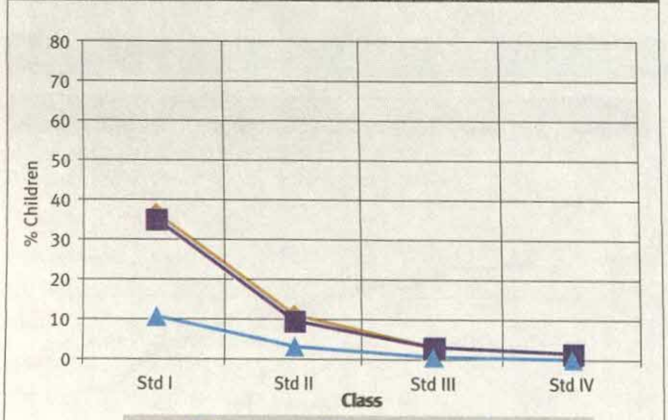
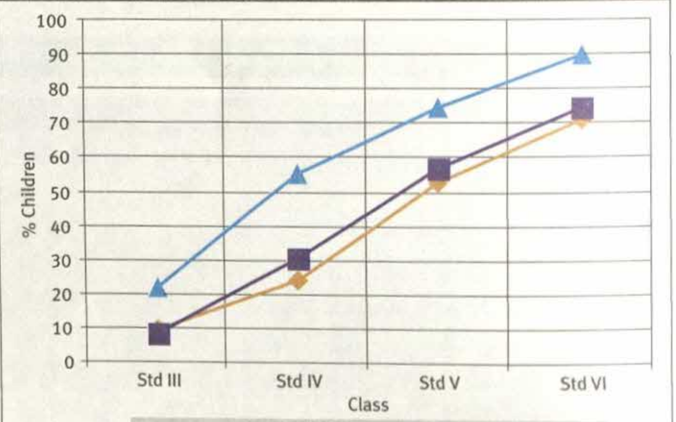


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

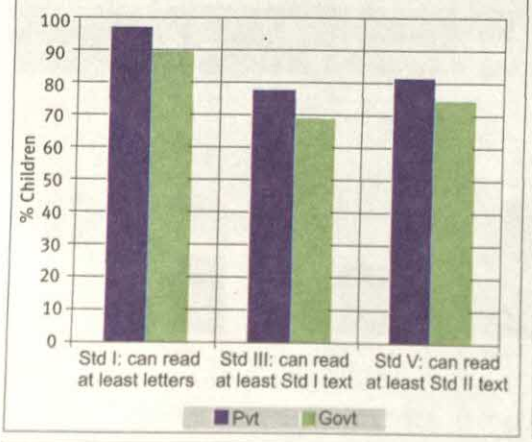
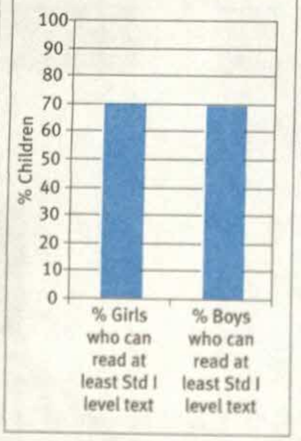


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



CHHATTISGARH *RURAL*

ARITHMETIC LEVEL

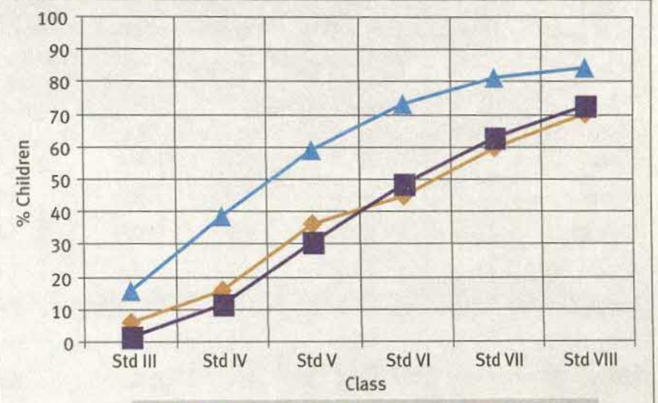
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	8.3	41.2	44.3	4.9	1.3	100
II	2.8	19.4	56.6	18.4	2.8	100
III	0.5	5.5	30.6	47.6	15.9	100
IV	0.1	2.1	11.9	46.4	39.6	100
V	0.1	0.8	6.6	32.4	60.2	100
VI	0.2	0.7	4.5	19.8	74.7	100
VII	0.0	0.4	3.4	14.9	81.4	100
VIII	0.1	0.2	2.2	12.4	85.2	100
TOTAL	1.8	10.1	22.3	25.6	40.2	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



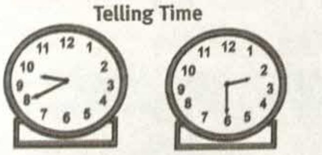
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

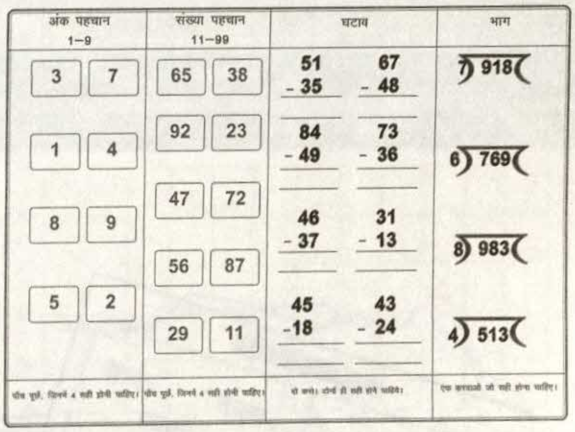
Std.	Tell time	Do currency tasks
I	10.1	26.3
II	21.8	48.4
III	44.1	69.7
IV	64.4	82.8
V	76.8	90.0
VI	87.8	95.8
VII	93.0	97.9
VIII	95.2	98.0
TOTAL	57.4	73.1

TESTING TOOL

Telling Time



Currency Tasks


अंक पहचान
1–9
संख्या पहचान
11–99
घटाव
भाग
3
7
1
4
8
9
5
2
65
38
92
23
47
72
56
87
29
11
51
- 35
67
- 48
84
- 49
73
- 36
46
- 37
31
- 13
45
-18
43
- 24
7) 918(
6) 769(
8) 983(
4) 513(

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

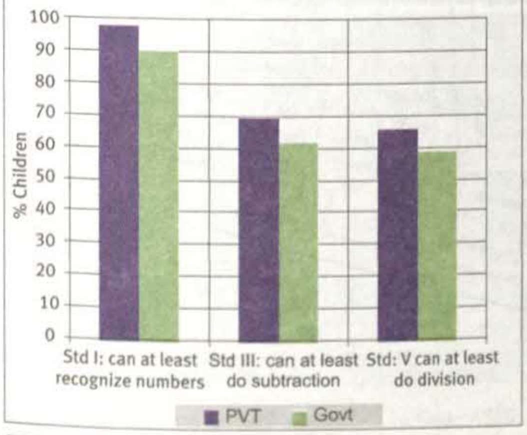
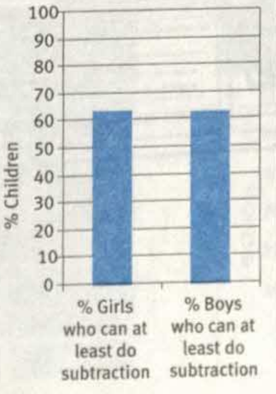


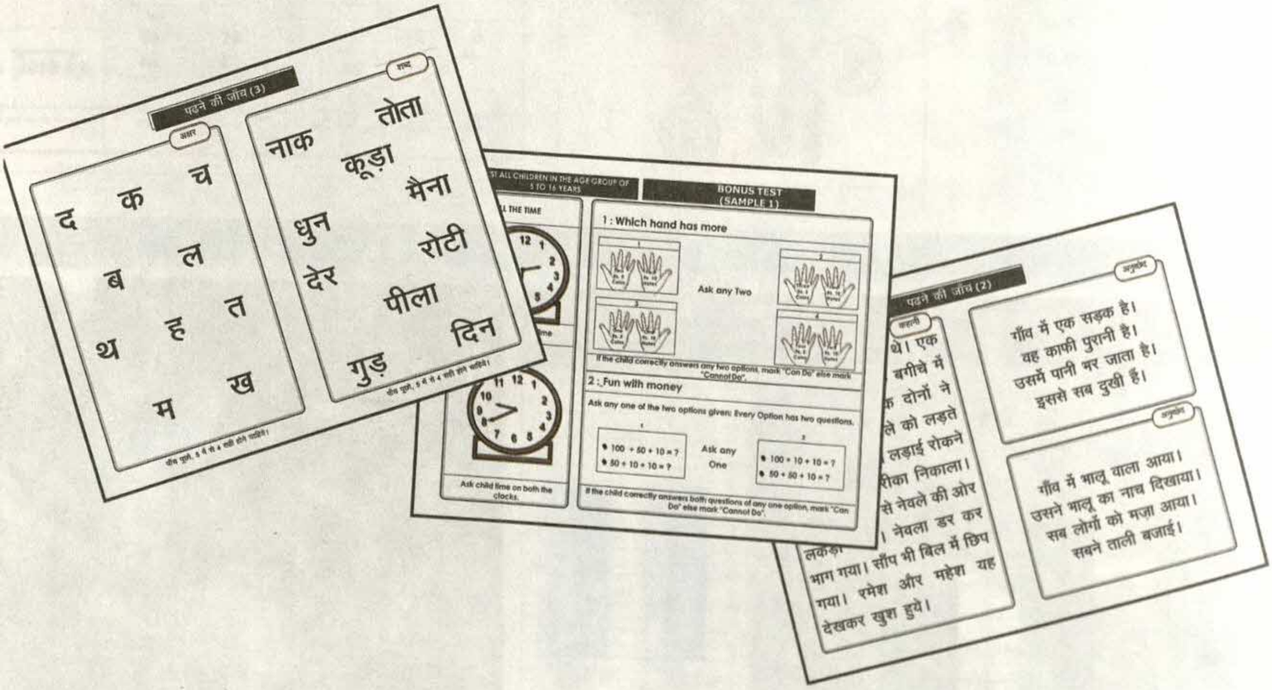
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



CHHATTISGARH *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Bastar	90.7	6.0	6.0	97.1	95.8	93.5	78.9	42.1	82.3
Bilaspur	67.3	4.0	9.3	94.1	94.1	83.8	84.1	90.3	85.6
Dhamtari	87.5	2.9	10.0	96.8	96.8	91.0	88.5	59.0	79.2
Durg	75.9	4.7	8.6	99.1	97.4	90.7	86.6	64.7	83.7
Janjgir Champa	67.5	3.9	24.9	94.7	94.3	83.5	77.2	55.8	73.9
Jashpur	80.2	3.3	16.0	94.7	97.4	84.7	75.8	33.0	73.3
Kanker	95.1	1.2	6.8	88.2	91.6	82.5	85.5	70.0	75.1
Kawardha	97.9	3.5	11.3	96.5	97.3	82.9	76.8	67.8	77.7
Korba	78.4	5.2	3.0	93.9	95.1	92.0	92.3	43.1	84.6
Koriya	89.5	2.8	4.6	97.1	97.4	91.4	90.6	81.9	88.2
Mahasamund	91.3	3.1	5.9	92.6	93.6	77.7	70.1	46.6	61.4
Raigarh	77.7	3.2	11.2	88.1	86.4	79.1	69.2	54.0	72.7
Raipur	84.5	6.6	11.1	91.3	93.6	82.4	70.7	66.8	88.0
Rajnandgaon	94.7	3.0	6.9	92.1	92.6	89.5	86.7	54.7	80.7
Surguja	85.1	7.3	10.8	92.2	94.0	81.1	81.4	59.4	79.4
Total	82.8	4.6	10.3	93.8	94.4	85.1	79.9	60.9	80.3



पढ़ने की जाँच (3)

अक्षर

द क च
ब ल
थ ह त
म ख

शब्द

नाक तोता
कूड़ा
मैना
धुन रोटी
देर
पीला
गुड़ दिन

ST ALL CHILDREN IN THE AGE GROUP OF 5 TO 16 YEARS

L THE TIME

Ask child time on both the clocks.

BONUS TEST (SAMPLE 1)

1 : Which hand has more

Ask any Two

If the child correctly answers any two options, mark "Can Do" else mark "Cannot Do".

2 : Fun with money

Ask any one of the two options given: Every Option has two questions.

1
- 100 + 50 + 10 = ?
- 50 + 10 + 10 = ?

Ask any One

2
- 100 + 10 + 10 = ?
- 50 + 50 + 10 = ?

If the child correctly answers both questions of any one option, mark "Can Do" else mark "Cannot Do".

पढ़ने की जाँच (2)

कहानी

थे। एक
बगीचे में
क दोनों ने
ले को लड़ते
लड़ाई रोकने
रीका निकाला।
से नेवले की ओर
। नेवला डर कर
लकड़ी
भाग गया। साँप भी बिल में छिप
गया। रमेश और महेश यह
देखकर खुश हुये।

अनुच्छेद

गाँव में एक सड़क है।
वह काफी पुरानी है।
उसमें पानी भर जाता है।
इससे सब दुखी हैं।

अनुच्छेद

गाँव में भालू वाला आया।
उसने भालू का नाच दिखाया।
सब लोगों को मज़ा आया।
सबने ताली बजाई।

GOA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 2 OUT OF 2 DISTRICTS

ENROLLMENT

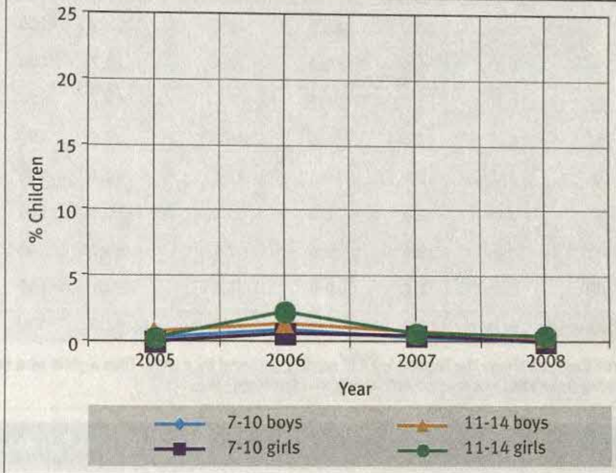
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
AGE: 6 -14 ALL	49.4	50.3	0.1	0.2	100
AGE: 7-16 ALL	50.5	49.2	0.1	0.2	100
AGE: 7-10 ALL	48.4	51.6	0.0	0.0	100
AGE: 7-10 BOYS	50.4	49.6	0.0	0.0	100
AGE: 7-10 GIRLS	45.7	54.3	0.0	0.0	100
AGE: 11-14 ALL	51.1	48.2	0.3	0.4	100
AGE: 11-14 BOYS	55.6	43.6	0.5	0.3	100
AGE: 11-14 GIRLS	45.1	54.4	0.0	0.5	100
AGE: 15-16 ALL	54.0	46.0	0.0	0.0	100
AGE: 15-16 BOYS	54.7	45.3	0.0	0.0	100
AGE: 15-16 GIRLS	53.6	46.4	0.0	0.0	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

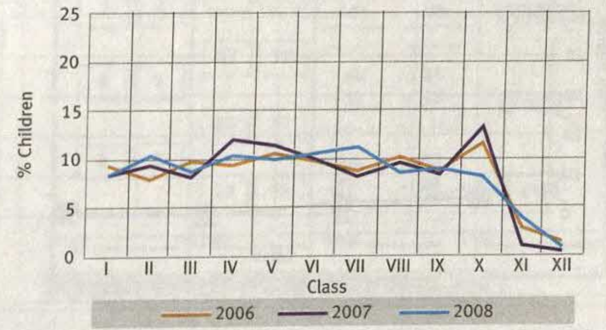
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	2.8	47.9	45.3	3.9									100
Std II	1.4		35.8	57.6	5.1								100
Std III	0.7		7.0	55.8	28.3	6.3	2.0						100
Std IV	0.9			2.6	25.7	67.5	3.4						100
Std V	0.6				5.1	56.1	26.2	10.5	1.5				100
Std VI	0.0					5.6	20.5	63.7	7.2	1.4	1.7	0.0	100
Std VII	3.7							46.5	27.6	21.4	0.8		100
Std VIII	1.0						2.8	8.3	24.0	57.3	4.5	2.1	100

How to read the table: In Std III, 90.3% (55.8+28.3+6.3) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 8.8% children in Std III in the ASER sample.

YOUNG CHILDREN

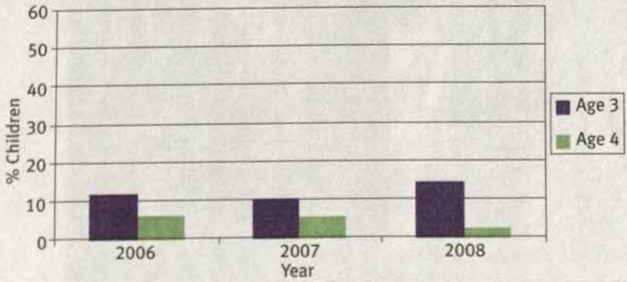
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
AGE: 3 ALL	85.3				14.7	100
AGE: 4 ALL	97.2				2.8	100
AGE: 5 ALL	96.3	1.1	1.1	0.0	1.4	100
AGE: 6 ALL	35.5	27.4	37.1	0.0	0.0	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Goa, ASER 2005, ASER 2006, ASER 2007 covered all districts.

GOA *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	3.3	40.9	44.3	9.0	2.5	100
II	0.0	7.9	50.0	28.4	13.7	100
III	0.0	6.7	20.9	37.6	34.7	100
IV	0.0	3.7	12.3	46.9	37.1	100
V	0.0	1.8	4.2	29.4	64.5	100
VI	0.0	2.5	1.4	25.6	70.5	100
VII	0.0	0.5	1.6	7.7	90.2	100
VIII	0.0	0.0	0.0	5.9	94.1	100
TOTAL	0.3	7.3	16.2	24.2	52.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

वाचन चाचणी (२)

Std II Level

गोष्ट

आयज शाळेक दोन दिसांची सुटी आसा. आईन सांगले घरात झगडत बसचे परीस बागेत खेळपाक वचात. आमी कपाडात दवरलेले नवे कपडे घालून भायर सरले. आईन वांगडा जेवणाचो डबो दिलो. डबो घेवन सगळे बागेत पावले. आमिताचे पांय सारको रोयणीचेर पडलो. त्या बराबर मुयो भायर सरपाक लागल्यो. आमी सगळे धावपाक लागले. तरी आमच्या पायांक मुयो चावल्योच. बागेतल्या नळा सकयल आमी पाय धुयले.

Std I Level

परिच्छेद

सोनाच घर सोबीत आसा
घरात आवय बापूय रावता.
सोनाक आवय बरी वता
बापूय सोनाक अपूरबाय करता.

परिच्छेद

एक पावट अजय खाली पडलो
सोनल—महेश ताका हांसले.
एक पावट मोनू पडला
अजय—महेश ताका हासले

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

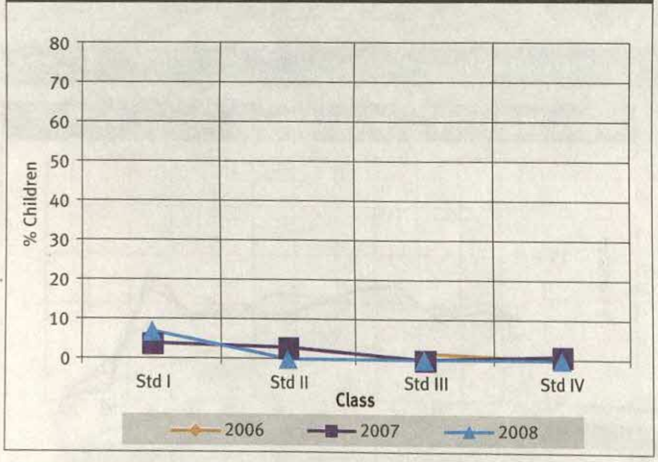
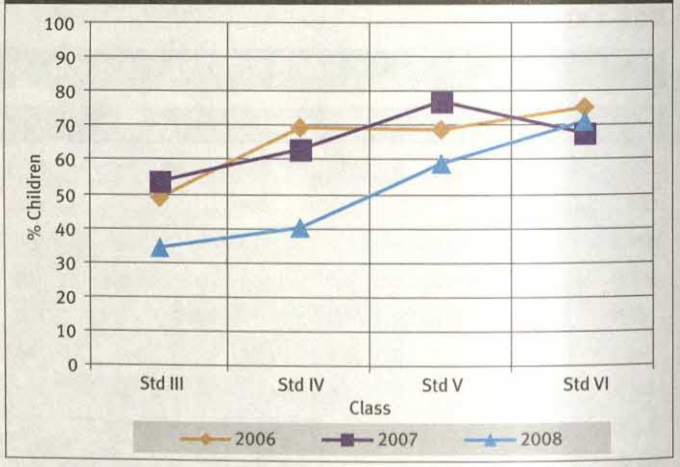
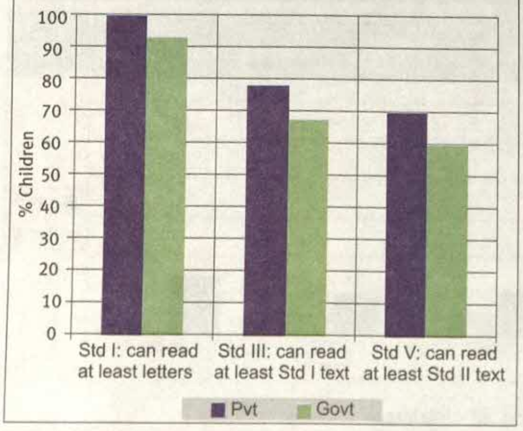


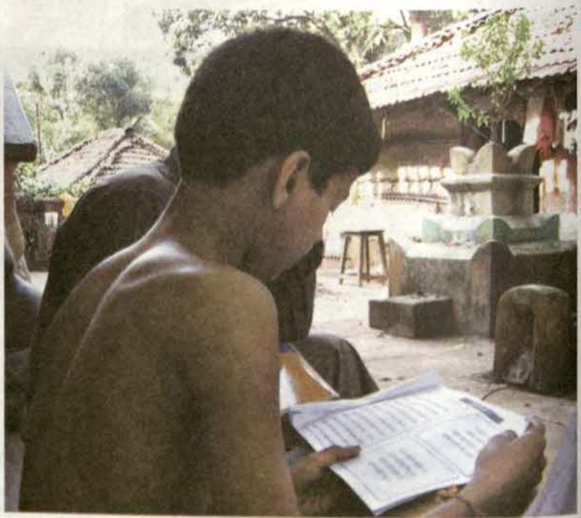
CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES





ARITHMETIC LEVEL

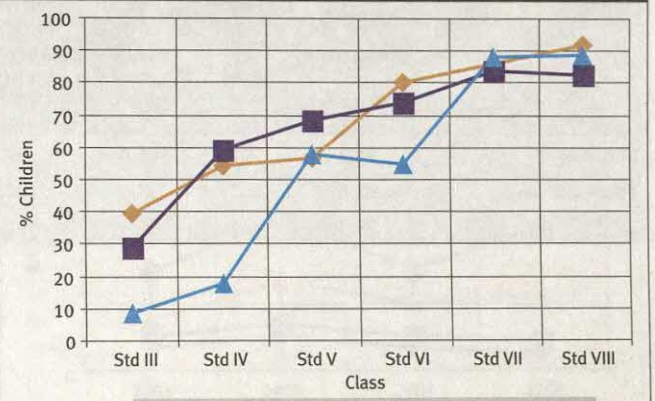
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	5.1	59.0	30.9	2.5	2.5	100
II	0.9	13.9	59.3	23.6	2.3	100
III	1.0	5.7	32.0	51.3	10.0	100
IV	0.0	2.6	13.4	61.5	22.5	100
V	0.0	1.5	4.5	32.1	61.9	100
VI	0.0	0.8	4.2	31.4	63.6	100
VII	0.8	0.5	1.6	11.9	85.2	100
VIII	0.0	0.0	2.1	4.5	93.5	100
TOTAL	0.9	9.4	18.1	27.9	43.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008

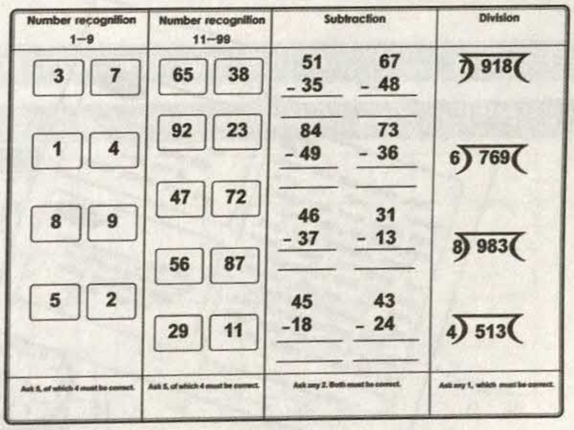


TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	15.3	20.4
II	33.5	44.9
III	58.0	64.6
IV	74.0	86.0
V	94.9	98.2
VI	97.8	96.9
VII	95.2	96.3
VIII	100.0	99.0
TOTAL	72.5	77.2

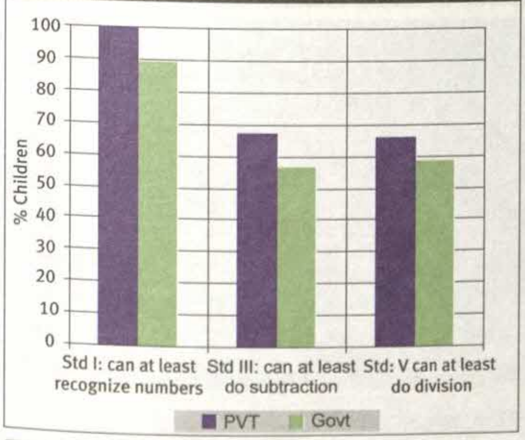
TESTING TOOL



Number recognition 1–9	Number recognition 11–99	Subtraction	Division
3 7 1 4 8 9 5 2	65 38 92 23 47 72 56 87 29 11	51 − 35, 67 − 48 84 − 49, 73 − 36 46 − 37, 31 − 13 45 − 18, 43 − 24	7) 918 6) 769 8) 983 4) 513
Ask 5, of which 4 must be correct.	Ask 5, of which 4 must be correct.	Ask any 2. Both must be correct.	Ask any 1, which must be correct.

COMPARISION OF ARITHMETIC LEVELS 2008

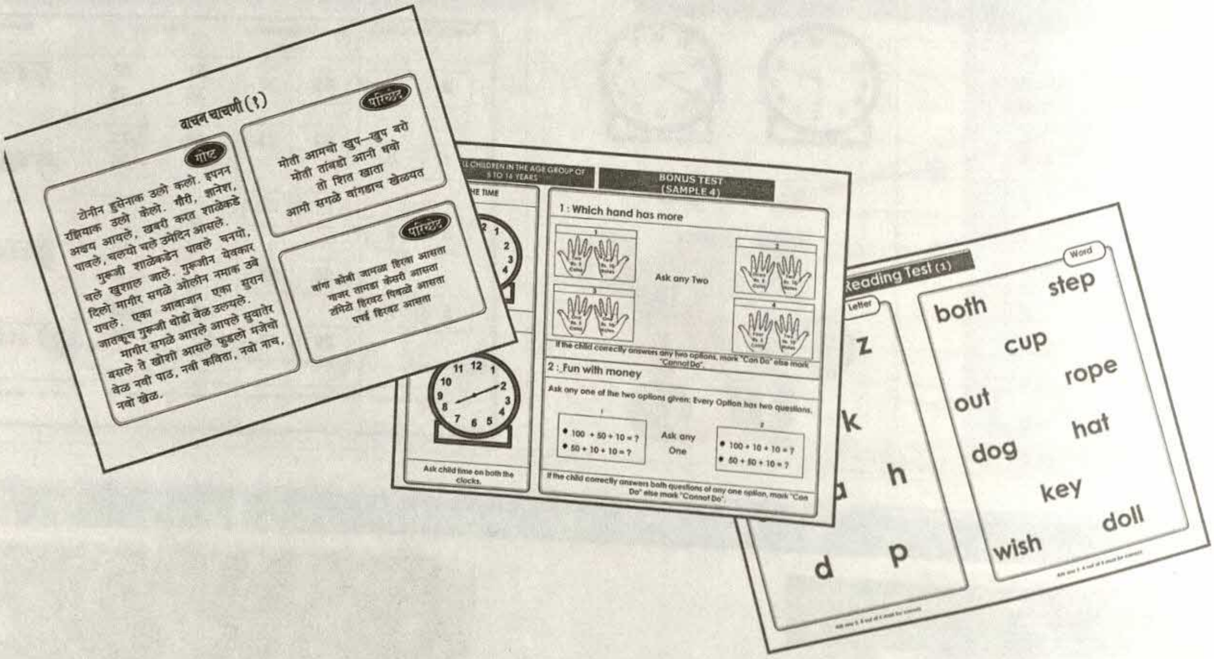
CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES



GOA *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS			STD 3-5 : LEARNING LEVELS		
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
NorthGoa	94.2	0.2	48.0	97.3	95.5	83.8	78.4	76.5	81.9
SouthGoa	91.6	0.2	54.0	100.0	99.3	84.1	84.1	76.2	86.8
Total	93.3	0.2	50.3	98.6	97.3	83.9	80.6	76.4	83.7



वाचन चाचणी (१)

गोष्ट

टोनीन हुसेनाक उलो कलो. इपनन रझियाक उलो केलो. गौरी, ज्ञानेश, अख्य आयले, खबरी करत शाळेकडे पावले, चलयो चले उमेदिन आसले. गुरूजी शाळेकडेन पावले चनयो, चले खुशाल जाले. गुरूजीन येवकार दिलो मागीर सगळे ओलीन नमाक उबे रावले. एका आवाजान एका सुरान जातकूच गुरूजी थोडो वेळ उलयले. मागीर सगळे आपले आपले सुवातेर बसले ते खोशी आसले फुडलो मजेचो वेळ नवो पाठ, नवी कविता, नवो नाच, नवो खेळ.

परिच्छेद

मोती आमचो खुप–खुप बरो
मोती तांबडो आनी धवो
तो शित खाता
आमी सगळे वांगडाच खेळयत

परिच्छेद

वांगं कोबी जामळ्या हिरव्या आसता
गाजर तामडा केसरी आसता
टोमॅटो हिरवट पिवळो आसता
पपई हिरवट आसता

LL CHILDREN IN THE AGE GROUP OF 5 TO 16 YEARS

HE TIME

Ask child time on both the clocks.

BONUS TEST (SAMPLE 4)

1 : Which hand has more

Ask any Two

If the child correctly answers any two options, mark "Can Do" else mark "Cannot Do".

2 : Fun with money

Ask any one of the two options given: Every Option has two questions.

1
- 100 + 50 + 10 = ?
- 50 + 10 + 10 = ?

Ask any One

2
- 100 + 10 + 10 = ?
- 50 + 50 + 10 = ?

If the child correctly answers both questions of any one option, mark "Can Do" else mark "Cannot Do".

Reading Test (1)

Letter

z
k
h
d p

Word

both
step
cup
rope
out
hat
dog
key
wish
doll

GUJARAT *RURAL*

ALL ANALYSIS BASED ON DATA FROM 25 OUT OF 26 DISTRICTS

Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

ENROLLMENT

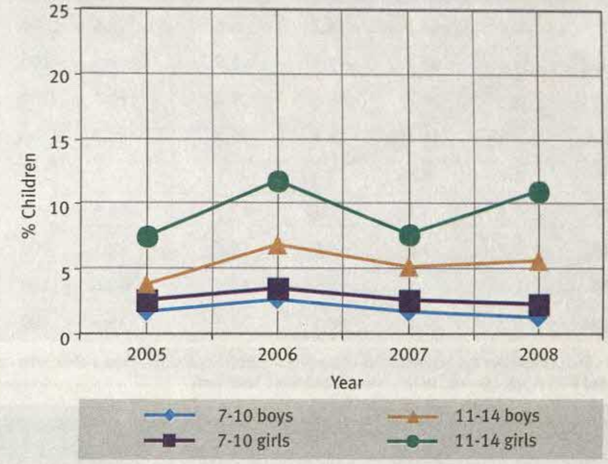
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 **ALL**	87.4	8.2	0.3	4.2	100
AGE: 7-16 **ALL**	83.2	9.6	0.3	6.9	100
AGE: 7-10 **ALL**	92.0	6.1	0.2	1.7	100
AGE: 7-10 **BOYS**	91.8	6.7	0.3	1.2	100
AGE: 7-10 **GIRLS**	92.3	5.3	0.2	2.3	100
AGE: 11-14 **ALL**	80.4	11.3	0.4	7.9	100
AGE: 11-14 **BOYS**	81.3	12.7	0.4	5.7	100
AGE: 11-14 **GIRLS**	79.3	9.5	0.3	10.9	100
AGE: 15-16 **ALL**	57.0	18.2	0.5	24.2	100
AGE: 15-16 **BOYS**	59.9	18.8	0.7	20.6	100
AGE: 15-16 **GIRLS**	52.9	17.3	0.3	29.6	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

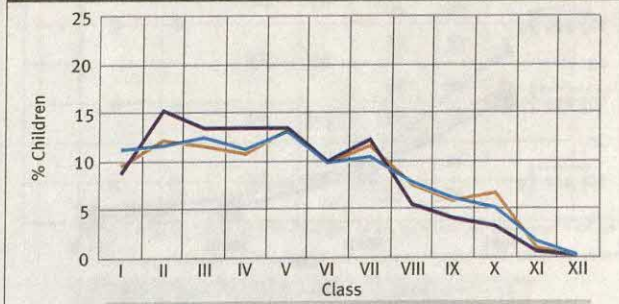
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	35.1	54.9	7.6	2.5									100
Std II	1.1	13.2	66.4	15.3	4.0								100
Std III	1.7		8.8	68.5	16.9	4.1							100
Std IV	3.6			9.6	62.1	18.3	6.5						100
Std V	3.3				4.9	67.1	17.3	7.5					100
Std VI	2.6					8.2	59.6	22.6	7.0				100
Std VII	3.3						5.8	63.0	20.4	5.3	2.1		100
Std VIII	2.5							8.1	62.8	20.7	6.0		100

How to read the table: In Std III, 94.2% (8.8+68.5+16.9) children are in age range 7 to 9

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 12.3% children in Std III in the ASER sample.

YOUNG CHILDREN

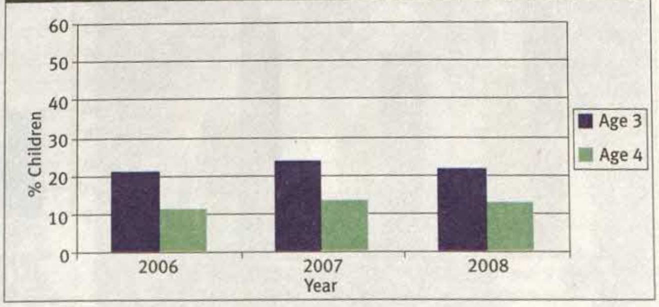
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	78.6				21.4	100
AGE: 4 ALL	87.7				12.3	100
AGE: 5 ALL	28.0	62.1	4.0	0.5	5.4	100
AGE: 6 ALL	2.6	91.0	5.1	0.1	1.2	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Gujarat, ASER 2005, ASER 2006, ASER 2007 covered 25 districts.

GUJARAT *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	41.9	40.2	14.7	1.6	1.6	100
II	14.1	37.8	32.2	11.4	4.5	100
III	5.3	24.3	31.4	25.4	13.7	100
IV	2.4	11.8	23.4	31.7	30.7	100
V	1.4	6.3	15.5	31.5	45.3	100
VI	1.3	4.7	11.1	23.1	59.8	100
VII	0.7	2.9	5.8	19.6	71.1	100
VIII	0.4	1.2	2.6	13.2	82.6	100
TOTAL	8.7	17.1	18.1	20.2	35.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

Std II Level

કીડી ખોરાકની શોધખોળ કરે છે.
કીડી ખાંડ, ગોળ અને ભાત જેવો ખોરાક ખાય છે.
કીડી ખૂબ મહેનત કરે.
બધી કીડીઓ સંગાથે ફરે.
હું તો રોજ જ કીડીને દાણો આપુ છું.
ઘણીવાર હુંને ભાઈ કીડીને ખોરાક લેવાનો પ્રયત્ન કરતા જોઈએ છીએ.
કોઈક વખત અમારી બહેન કીડી ઉપર વધારે દાણાઓ મૂકી તેનો ભાર વધારી નાખે છે.

Std I Level

મીનુ મારી પાળતુ બિલાડી છે.
મીનુ દૂધ પીએ છે.
મીનુ મારા ભાઈ સાથે ખૂબ રમે છે.
મીનુ મારી પાછળ દોડે છે.

અક્ષર

મ ર થ
હ સ
લ બ ન
ક ઘ

શબ્દ

ગામ મોજ
સાગા
રેવા પાણી
સૂંઠ દિલ
ઘાસ
દાઢી પેંડું

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

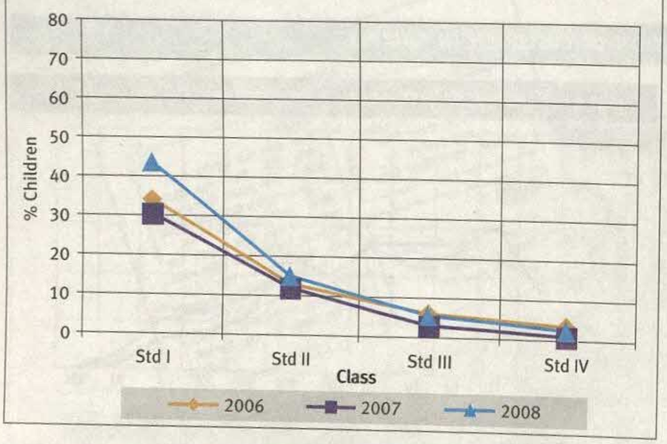
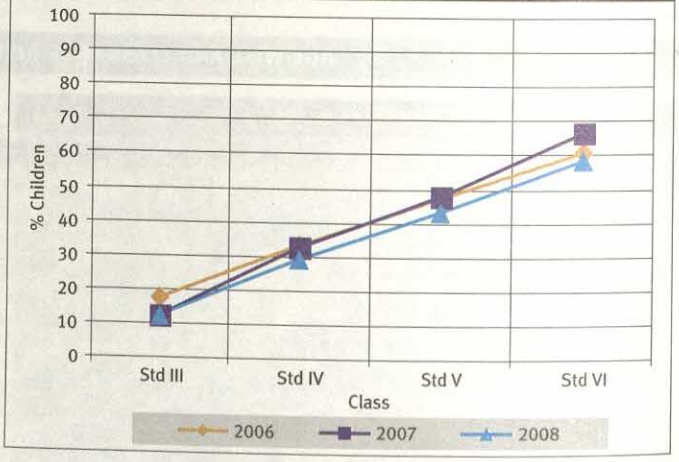


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

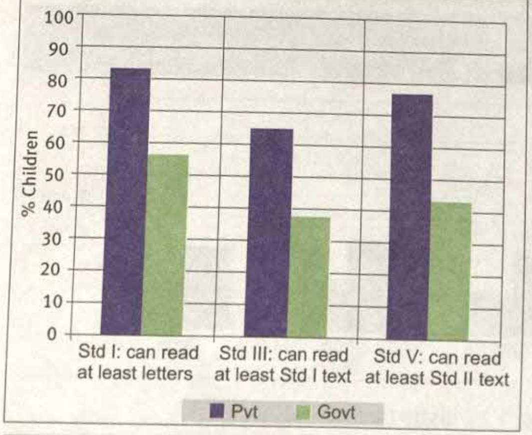
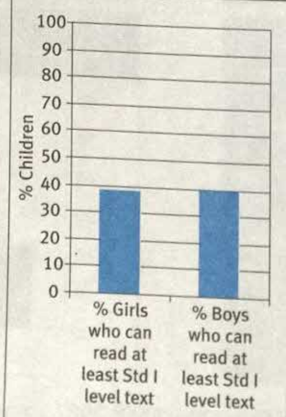


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

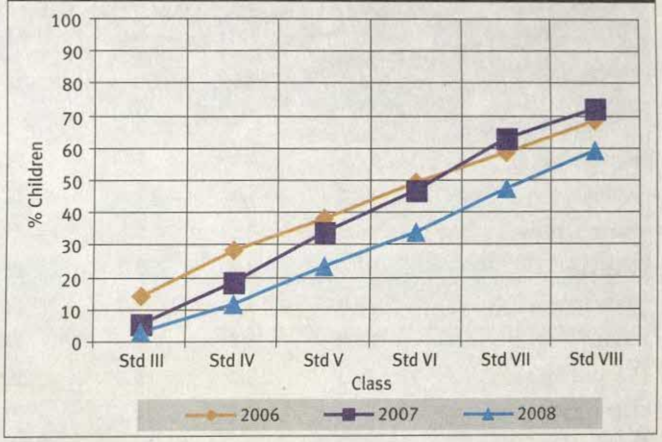
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	40.2	48.4	9.0	1.8	0.6	100
II	15.8	44.7	33.0	5.6	0.9	100
III	6.6	28.7	44.0	17.4	3.3	100
IV	3.4	14.9	37.0	32.0	12.7	100
V	1.5	9.8	25.5	38.3	24.8	100
VI	1.5	8.3	21.0	33.4	35.7	100
VII	0.9	4.1	15.2	31.7	48.2	100
VIII	0.1	3.4	11.3	24.9	60.2	100
TOTAL	9.1	21.3	25.5	23.0	21.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



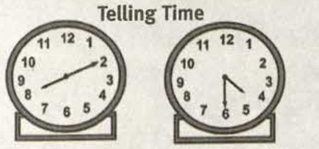
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

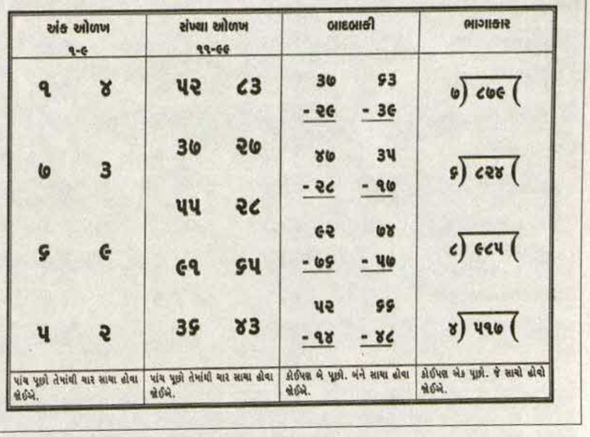
Std.	Tell time	Do currency tasks
I	5.2	13.5
II	11.0	27.9
III	24.5	43.0
IV	40.0	62.7
V	56.2	77.1
VI	65.0	80.6
VII	77.0	88.7
VIII	82.9	92.1
TOTAL	43.0	58.9

TESTING TOOL

Telling Time



Currency Tasks



અંક ઓળખ ૧-૯	સંખ્યા ઓળખ ૧૧-૯૯	બાદબાકી	ભાગાકાર
૧ ૪ ૭ ૩ ૬ ૯ ૫ ૨	૫૨ ૮૩ ૩૭ ૨૭ ૫૫ ૨૮ ૯૧ ૬૫ ૩૬ ૪૩	૩૭ - ૨૯ ૬૩ - ૩૯ ૪૭ - ૨૮ ૩૫ - ૧૭ ૯૨ - ૭૬ ૭૪ - ૫૭ ૫૨ - ૧૪ ૬૬ - ૪૮	૭) ૮૭૯ (૬) ૮૨૪ (૮) ૯૮૫ (૪) ૫૧૭ (
પાંચ પૂછો તેમાંથી ચાર સાચા હોવા જોઈએ.	પાંચ પૂછો તેમાંથી ચાર સાચા હોવા જોઈએ.	કોઈપણ બે પૂછો. બંને સાચા હોવા જોઈએ.	કોઈપણ એક પૂછો. જે સાચો હોવો જોઈએ.

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

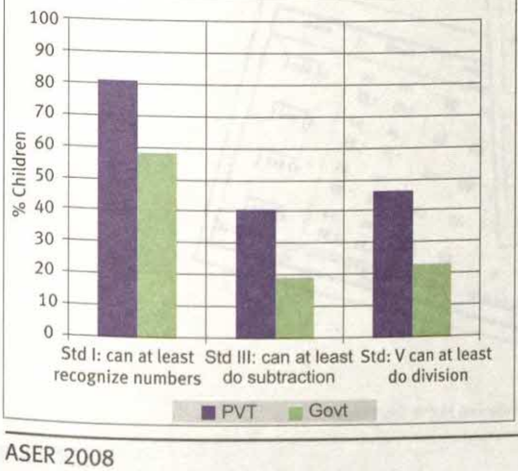
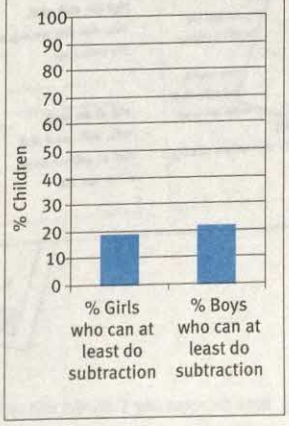


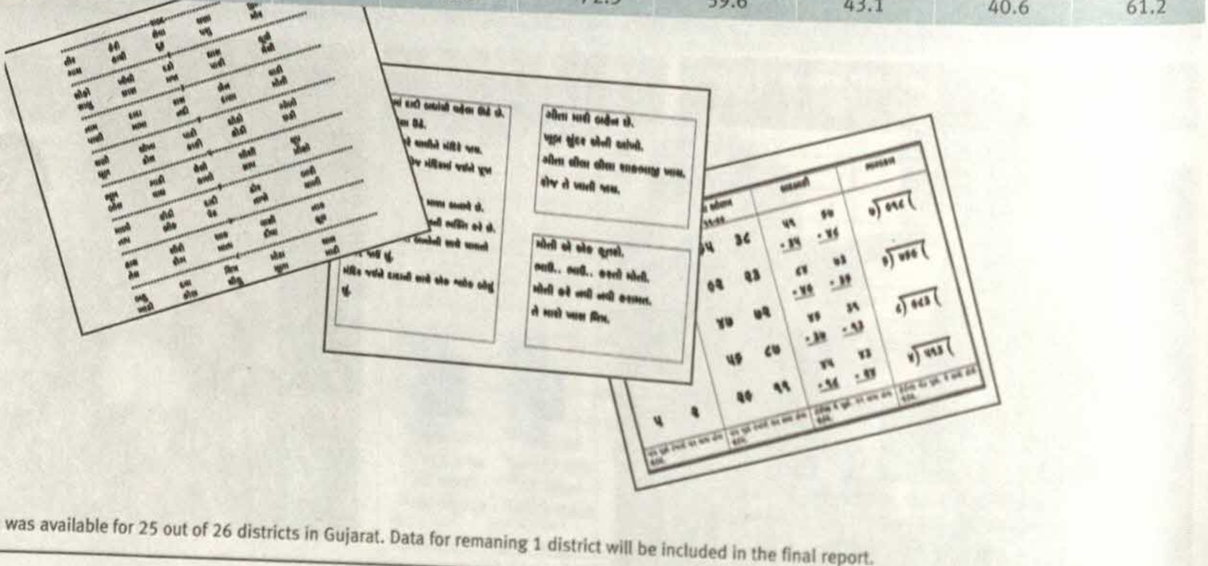
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



GUJARAT *RURAL*

PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Ahmadabad	87.1	4.1	5.1	58.3	65.8	51.5	40.1	27.7	44.3
Amreli	80.7	3.5	11.6	72.3	70.6	57.8	42.6	35.4	51.1
Banas Kantha	96.5	7.5	5.5	67.1	72.3	54.5	27.2	28.7	55.2
Bharuch	87.6	3.0	6.2	86.6	84.8	53.6	44.9	35.9	58.0
Bhavnagar	76.0	2.1	3.2	66.8	64.8	52.0	27.6	46.9	55.4
Dahod	77.0	5.9	8.3	70.6	65.8	62.1	44.8	55.2	64.3
Gandhinagar	79.3	2.1	19.8	92.2	89.4	77.1	62.8	40.8	55.3
Jamnagar	87.4	3.2	16.7	88.3	86.8	67.0	41.5	48.2	67.9
Junagadh	91.6	1.4	13.8	69.0	67.3	56.2	34.1	41.7	67.7
Kachchh	78.4	5.2	5.3	63.5	65.2	48.9	35.2	39.7	56.0
Kheda	83.5	2.5	14.9	74.7	80.0	59.7	33.1	13.9	65.5
Mahesana	78.2	0.8	8.7	85.4	82.6	82.9	77.5	67.8	78.4
Narmada	98.5	3.4	3.6	50.7	54.1	35.6	16.5	31.5	59.2
Navsari	94.0	3.7	5.1	96.7	98.9	67.1	66.2	49.1	75.6
Panch Mahal	98.4	3.1	4.7	82.1	81.1	54.0	34.5	39.8	51.8
Patan	95.4	2.4	1.2	97.6	89.1	85.2	69.9	58.0	62.5
Porbandar	95.2	3.6	12.8	82.7	83.7	56.5	32.2	28.8	50.6
Rajkot	78.7	4.8	9.7	67.6	67.9	55.1	31.8	45.0	58.4
Sabar Kantha	77.3	2.8	0.2	49.1	53.5	50.5	57.3	47.8	78.2
Surat	91.1	1.2	5.8	80.2	73.0	79.8	53.0	51.6	70.1
Surendranagar	82.0	6.5	4.4	82.9	77.0	66.8	52.0	40.0	67.1
Tapi	82.5	5.0	4.5	59.3	66.8	69.7	54.1	64.2	68.1
TheDangs	95.6	7.3	2.5	75.2	78.7	42.6	22.9	19.3	46.8
Vadodara	56.6	12.4	11.3	58.7	57.0	43.6	30.0	14.7	37.6
Valsad	75.5	5.1	4.3	87.4	89.6	52.1	25.1	7.3	48.4
Total	83.6	4.2	8.2	72.3	72.3	59.6	43.1	40.6	61.2



As of January 1, 2009 data was available for 25 out of 26 districts in Gujarat. Data for remaning 1 district will be included in the final report.

HARYANA
HIMACHALPRADESH
JAMMU&KASHMIR
JHARKHAND
KARNATAKA
KERALA

Annual Status of Education Report

ASER

2008

Facilitated by PRATHAM

HARYANA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 20 OUT OF 20 DISTRICTS

ENROLLMENT

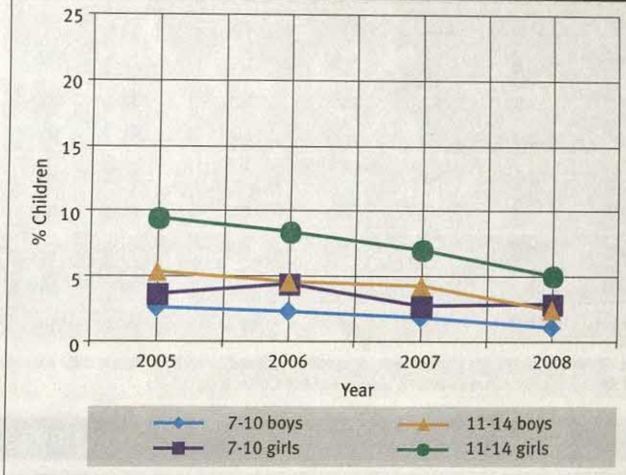
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 **ALL**	56.4	40.3	0.4	2.9	100
AGE: 7-16 **ALL**	56.3	39.0	0.4	4.3	100
AGE: 7-10 **ALL**	55.0	42.6	0.5	2.0	100
AGE: 7-10 **BOYS**	51.6	47.1	0.3	1.1	100
AGE: 7-10 **GIRLS**	59.5	37.0	0.6	2.9	100
AGE: 11-14 **ALL**	59.1	36.9	0.2	3.8	100
AGE: 11-14 **BOYS**	55.3	42.2	0.2	2.4	100
AGE: 11-14 **GIRLS**	64.2	30.5	0.3	5.1	100
AGE: 15-16 **ALL**	52.7	33.9	0.6	12.8	100
AGE: 15-16 **BOYS**	50.8	38.0	0.6	10.7	100
AGE: 15-16 **GIRLS**	55.0	29.0	0.5	15.6	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

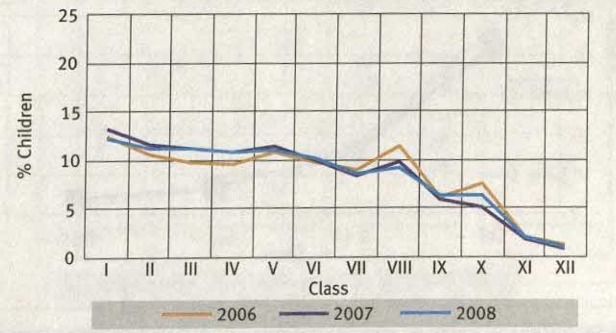
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	32.5	41.1	16.4	10.0									100
Std II	5.3	21.3	32.8	28.3	6.7	5.6							100
Std III	5.1		15.2	39.5	23.7	10.1	6.4						100
Std IV	5.7			17.3	28.0	32.8	7.7	8.6					100
Std V	6.3				12.5	39.9	21.6	13.4	6.4				100
Std VI	4.4					16.2	28.7	34.0	10.7	6.1			100
Std VII	6.3						12.1	36.7	26.6	12.5	5.8		100
Std VIII	5.2							19.9	31.4	29.3	10.9	3.2	100

How to read the table: In Std III, 73.5% (39.5+23.7+10.1) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.2% children in Std III in the ASER sample.

YOUNG CHILDREN

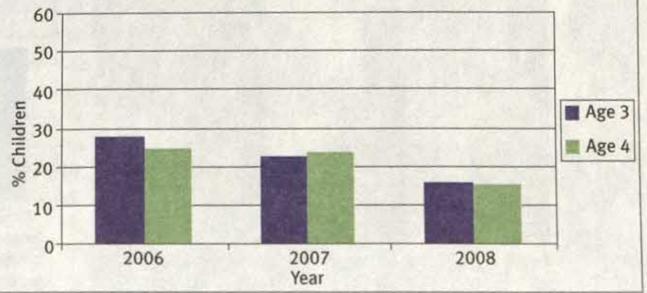
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	84.2				15.8	100
AGE: 4 ALL	84.8				15.2	100
AGE: 5 ALL	21.1	32.7	40.6	0.4	5.3	100
AGE: 6 ALL	3.9	49.2	42.6	0.6	3.6	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Haryana, ASER 2005 covered 19 districts. ASER 2006, ASER 2007 covered all 20 districts.

HARYANA *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	33.6	41.1	15.1	4.8	5.6	100
II	10.8	29.8	28.8	15.8	14.7	100
III	3.8	14.2	25.0	26.3	30.6	100
IV	2.0	7.9	14.3	24.5	51.3	100
V	1.0	3.9	7.7	20.1	67.3	100
VI	0.5	1.5	4.0	13.8	80.2	100
VII	0.8	1.0	2.4	9.2	86.7	100
VIII	0.7	0.6	1.4	8.7	88.5	100
TOTAL	7.3	13.6	13.0	15.6	50.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

पढ़ने की जाँच (4)

Std II Level

कहानी

नग़मा समझदार लड़की थी। मगर उसका छोटा भाई अमन बहुत नटखट था। एक दिन दोनों बाज़ार में घूम रहे थे। अमन ने रास्ते में पकौड़े देखे। उसे पकौड़े बहुत पसंद थे। माँ उसके लिये पकौड़े बनाती थी। नग़मा ने कहा यह पकौड़े तीखे होंगे। मगर अमन नहीं माना। अमन ने पकौड़े खाये और उसकी आँखों से आँसू निकलने लगे।

Std I Level

अनुच्छेद

सीता पढ़ने जाती है।
लता भी साथ जाती है।
वे शाम को वापस आते हैं।
घर आकर खाना खाते हैं।

न र म
च स
प ग द
ल थ

आग सोच
ताला
गिर पानी
चौकी धुन
देश
पैसा बूढ़ा

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

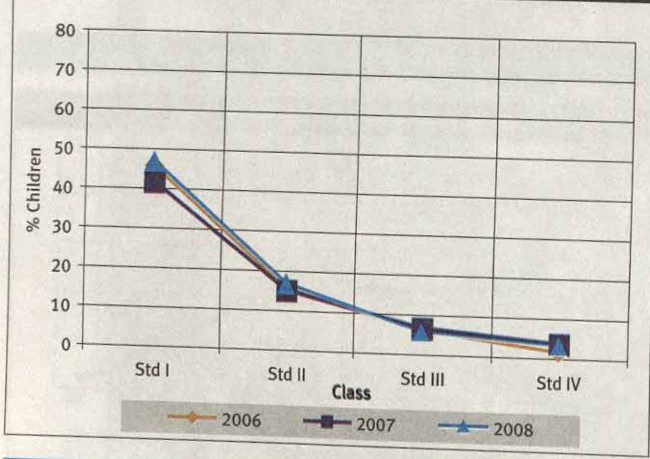
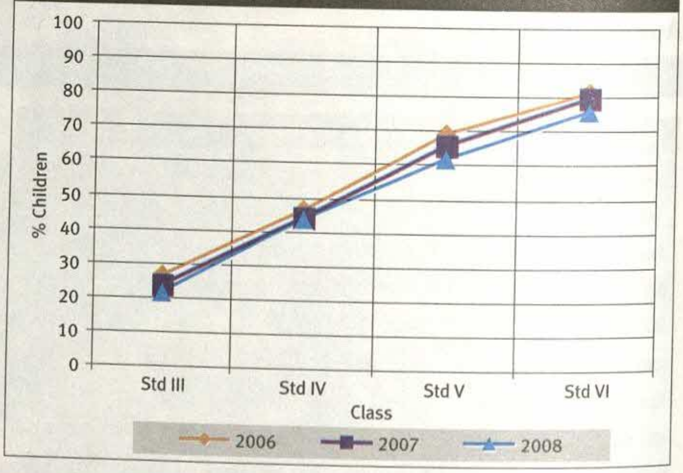


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

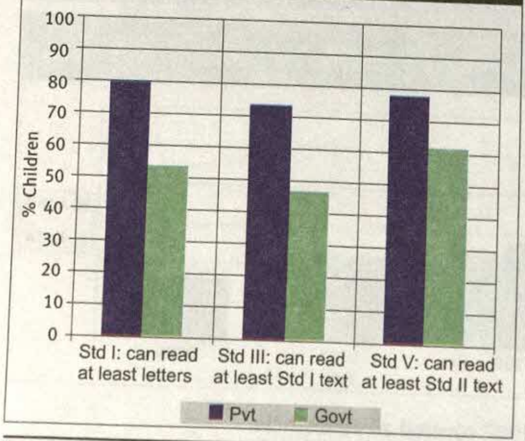
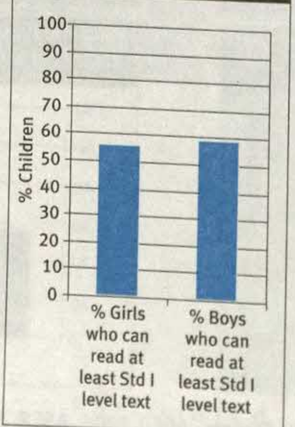


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

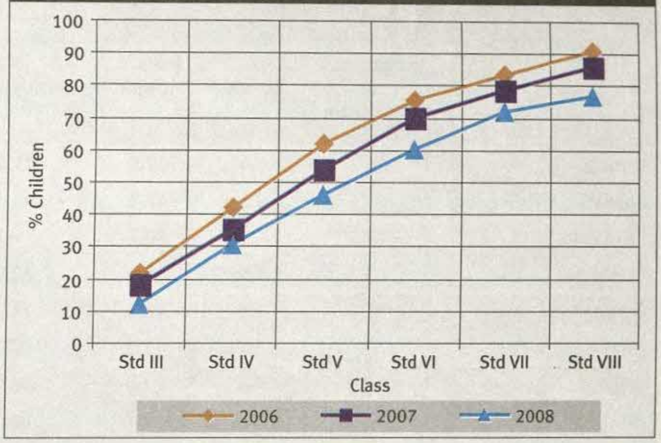
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	31.6	40.8	19.6	4.9	3.1	100
II	10.4	34.6	30.2	17.1	7.7	100
III	4.2	18.2	28.9	29.0	19.7	100
IV	1.6	11.0	18.9	29.0	39.5	100
V	1.0	5.0	13.9	26.7	53.4	100
VI	0.6	2.2	9.1	20.3	67.7	100
VII	0.9	0.8	5.8	16.6	76.0	100
VIII	0.7	1.0	4.9	13.1	80.3	100
TOTAL	7.0	15.3	17.1	19.6	41.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008

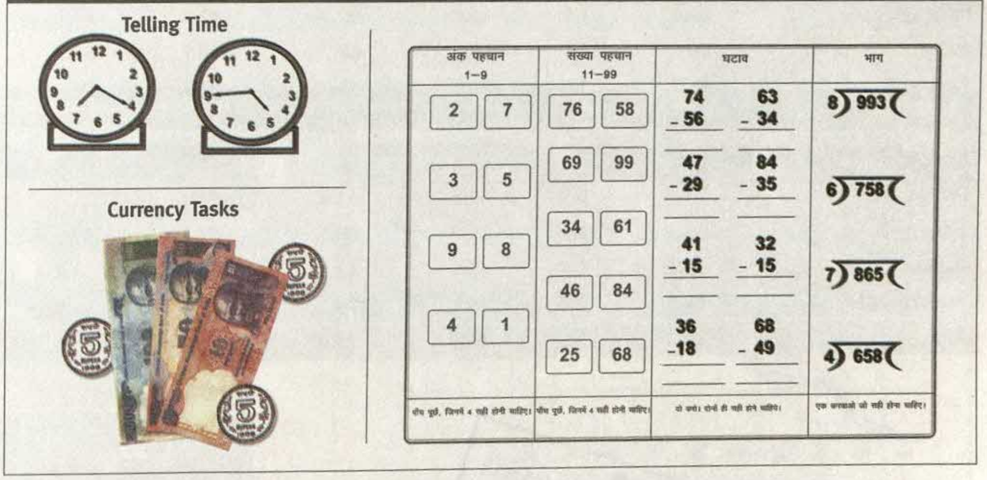


TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	8.1	21.4
II	17.1	40.5
III	32.6	58.2
IV	49.4	72.5
V	65.1	81.7
VI	75.6	89.1
VII	83.1	91.4
VIII	88.0	95.0
TOTAL	50.1	66.9

TESTING TOOL



COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

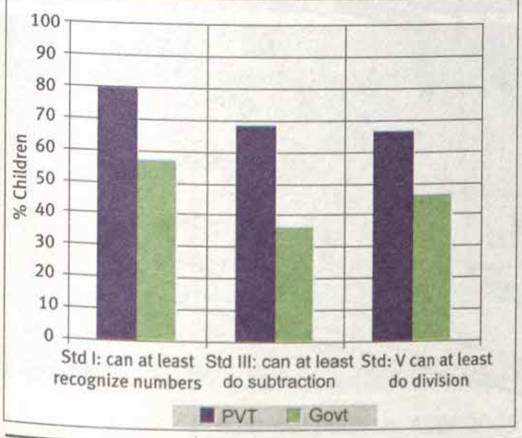
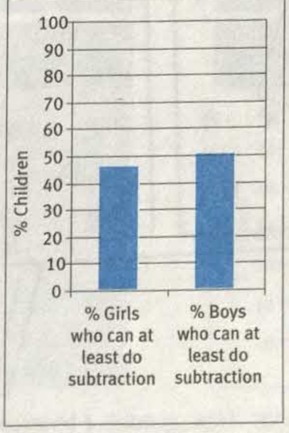


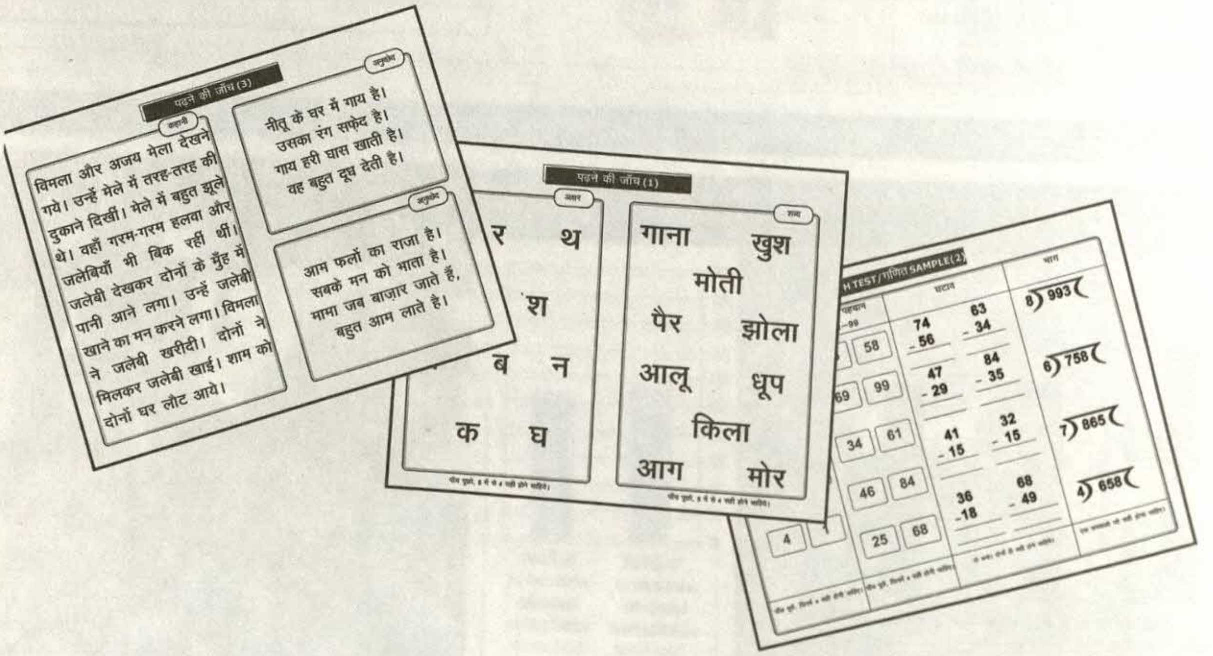
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



HARYANA *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL*	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS			STD 3-5 : LEARNING LEVELS		
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Ambala	85.2	1.4	29.9	81.2	89.0	67.8	57.7	46.2	75.3
Bhiwani	94.1	0.3	47.3	90.0	85.7	88.2	81.7	64.3	63.1
Faridabad	73.2	4.0	50.7	74.7	73.6	74.2	63.3	56.6	74.4
Fatehabad	63.4	5.9	35.0	72.9	81.2	75.8	69.1	46.8	78.1
Gurgaon	92.3	2.5	43.4	71.1	74.9	78.9	71.8	58.3	70.5
Hisar	87.5	1.7	53.2	77.3	79.6	80.1	76.4	43.8	79.4
Jhajjar	95.7	1.1	62.3	86.7	85.2	87.9	84.0	62.9	86.7
Jind	84.2	1.5	42.7	81.9	80.7	72.0	69.0	61.0	66.8
Kaithal	93.8	1.8	38.6	75.5	77.7	77.3	72.2	51.7	73.2
Karnal	95.5	1.8	26.4	78.4	77.1	73.6	69.6	46.2	63.1
Kurukshetra	72.9	1.5	37.4	68.9	70.1	54.2	46.8	44.4	61.8
Mahendragarh	89.0	1.0	48.6	80.9	82.2	77.7	66.4	43.1	73.7
Mewat	60.6	16.1	18.2	62.3	66.7	62.9	48.4	47.3	75.2
Panchkula	88.2	2.0	24.3	84.1	84.7	76.6	73.5	59.0	86.9
Panipat	97.8	1.2	31.8	80.5	82.4	71.9	63.5	46.3	75.9
Rewari	92.2	0.7	44.1	76.3	78.1	70.8	61.5	35.7	80.7
Rohtak	94.9	0.8	54.5	91.8	94.1	83.4	79.6	42.0	67.5
Sirsa	72.5	2.7	30.4	66.1	62.2	59.5	49.3	39.6	57.6
Sonipat	98.6	1.1	45.1	83.1	81.5	67.8	62.5	49.7	62.1
Yamunanagar	91.5	2.0	39.1	79.1	81.6	66.9	48.3	29.5	60.5
Total	84.5	2.9	40.3	77.2	78.5	73.3	65.7	49.0	70.7



पढ़ने की जाँच (3)

कहानी

विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रहीं थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

अनुच्छेद

नीतू के घर में गाय है।
उसका रंग सफ़ेद है।
गाय हरी घास खाती है।
वह बहुत दूध देती है।

अनुच्छेद

आम फलों का राजा है।
सबके मन को भाता है।
मामा जब बाज़ार जाते हैं,
बहुत आम लाते है।

पढ़ने की जाँच (1)

अक्षर

र थ
श
ब न
क घ

शब्द

गाना खुश
मोती
पैर झोला
आलू धूप
किला
आग मोर

H TEST/गणित SAMPLE(2)
पहचान
-99
58
69
99
34
61
46
84
4
25
68
घटाव
74 - 56
63 - 34
47 - 29
84 - 35
41 - 15
32 - 15
36 -18
68 - 49
भाग
8) 993 (
6) 758 (
7) 865 (
4) 658 (

HIMACHAL PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 12 OUT OF 12 DISTRICTS

ENROLLMENT

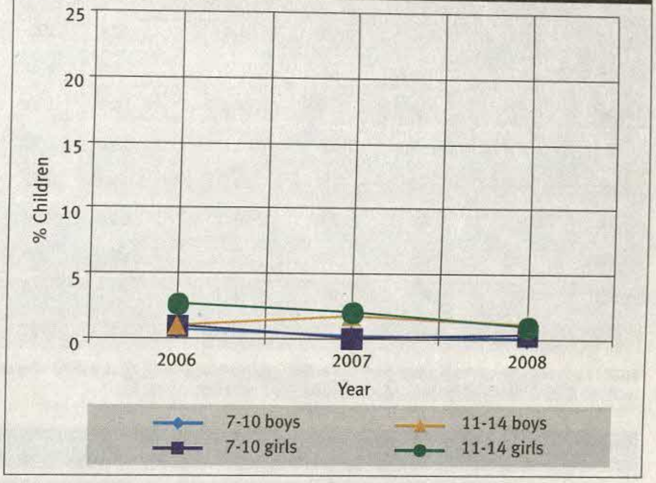
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	75.1	24.3	0.1	0.6	100
AGE: 7-16 ALL	76.8	21.8	0.1	1.3	100
AGE: 7-10 ALL	74.2	25.5	0.1	0.3	100
AGE: 7-10 BOYS	69.9	29.9	0.1	0.2	100
AGE: 7-10 GIRLS	78.8	20.8	0.0	0.4	100
AGE: 11-14 ALL	78.6	20.3	0.0	1.1	100
AGE: 11-14 BOYS	75.9	22.9	0.0	1.2	100
AGE: 11-14 GIRLS	81.4	17.6	0.0	1.0	100
AGE: 15-16 ALL	80.0	15.0	0.0	5.0	100
AGE: 15-16 BOYS	77.0	18.7	0.0	4.3	100
AGE: 15-16 GIRLS	82.9	11.5	0.0	5.6	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

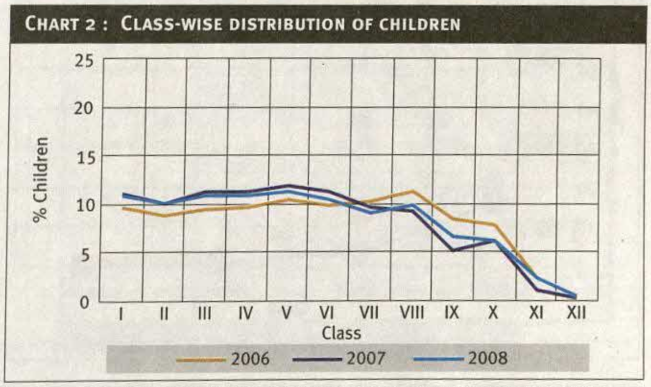
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	35.5	54.5	8.2	1.8									100
Std II	5.1	16.9	55.0	20.0	3.0								100
Std III	1.0		14.5	60.0	18.9	5.6							100
Std IV	4.2			17.0	51.8	21.8	5.1						100
Std V	3.4				14.4	54.3	20.4	7.6					100
Std VI	1.2					11.2	49.1	28.1	10.5				100
Std VII	1.2						10.4	51.4	27.1	10.0			100
Std VIII	1.3							13.9	42.0	29.7	9.6	3.5	100

How to read the table: In Std III, 93.4% (14.5+60.0+18.9) children are in age range 7 to 9.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.0% children in Std III in the ASER sample.

YOUNG CHILDREN

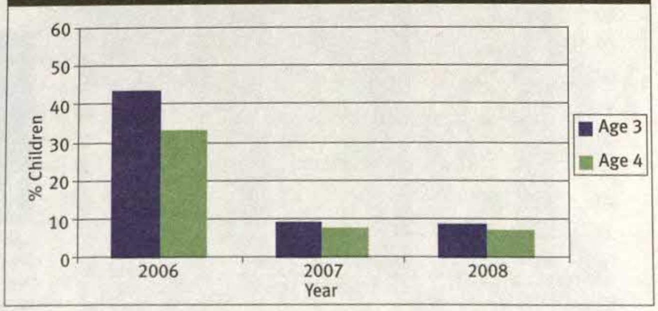
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	91.2				8.8	100
AGE: 4 ALL	92.7				7.3	100
AGE: 5 ALL	24.7	35.2	37.4	0.2	2.5	100
AGE: 6 ALL	1.0	62.9	35.7	0.0	0.4	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Himachal Pradesh, ASER 2005 covered 5 districts. ASER 2006, ASER 2007 covered all 12 districts.

HIMACHAL PRADESH *RURAL*

Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

READING LEVEL

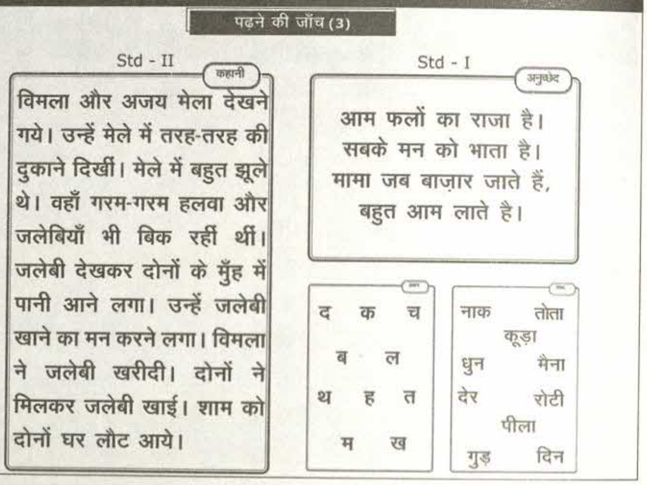
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	16.4	54.6	22.2	4.4	2.4	100
II	3.7	21.8	33.6	27.2	13.8	100
III	0.9	7.9	20.3	37.6	33.3	100
IV	0.5	4.6	7.0	29.9	58.0	100
V	0.5	2.2	3.5	18.2	75.7	100
VI	0.3	1.1	2.4	10.4	85.8	100
VII	0.1	0.5	1.7	5.1	92.7	100
VIII	0.0	0.1	0.5	4.3	95.2	100
TOTAL	2.9	11.8	11.5	17.5	56.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



पढ़ने की जाँच (3)

Std - II

कहानी

विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रहीं थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

Std - I

अनुच्छेद

आम फलों का राजा है।
सबके मन को भाता है।
मामा जब बाज़ार जाते हैं,
बहुत आम लाते है।

द क च
ब ल
थ ह त
म ख

नाक तोता
कूड़ा
धुन मैना
देर रोटी
पीला
गुड़ दिन

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

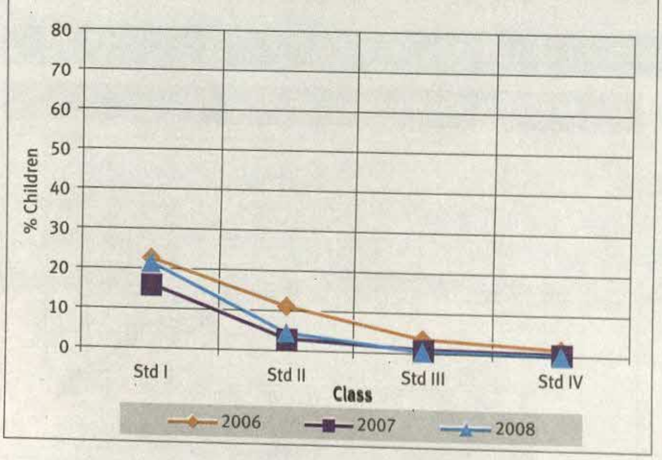
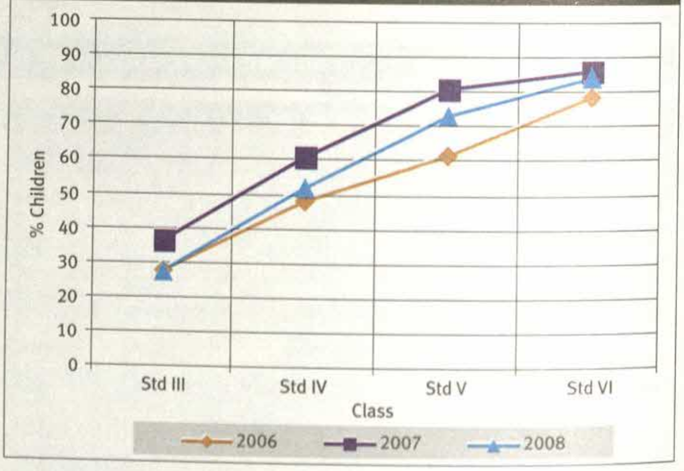


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

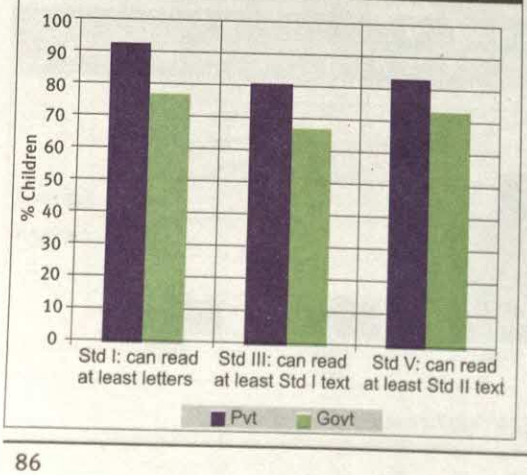
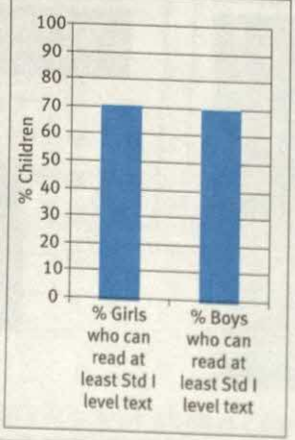


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



HIMACHAL PRADESH *RURAL*

ARITHMETIC LEVEL

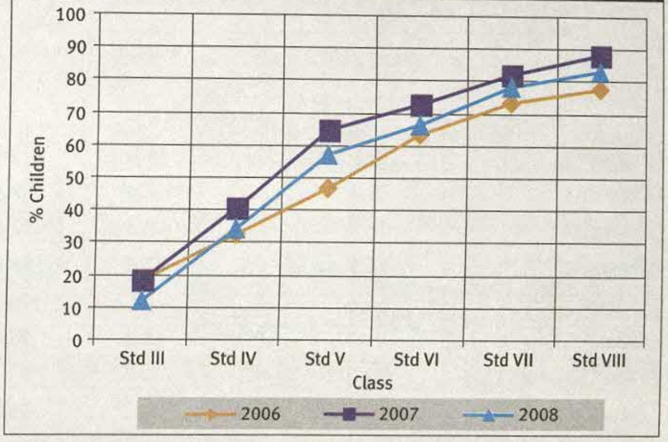
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	13.6	45.5	35.4	4.7	0.9	100
II	2.8	19.6	47.8	24.5	5.3	100
III	0.8	10.6	26.9	44.9	16.9	100
IV	0.5	4.5	12.8	41.9	40.4	100
V	0.5	2.1	9.0	28.2	60.2	100
VI	0.2	2.0	7.2	21.1	69.6	100
VII	0.0	0.7	4.9	13.6	80.9	100
VIII	0.0	0.4	3.2	12.2	84.2	100
TOTAL	2.4	10.9	18.6	24.3	43.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008

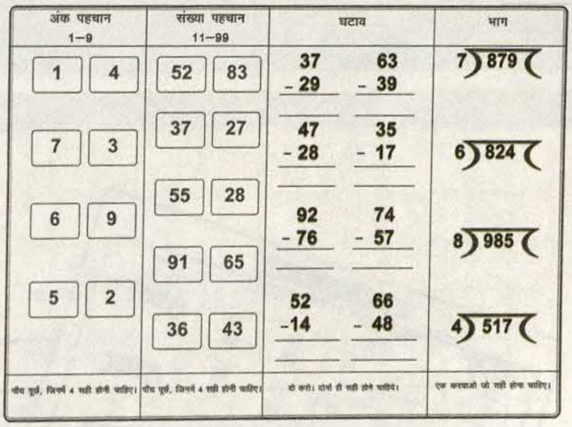


TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	5.1	22.4
II	19.6	50.2
III	39.5	65.5
IV	58.0	83.1
V	69.1	88.4
VI	78.8	93.4
VII	87.1	95.0
VIII	92.5	96.9
TOTAL	55.5	73.9

TESTING TOOL



अंक पहचान 1–9	संख्या पहचान 11–99	घटाव		भाग
1 4	52 83	37 − 29	63 − 39	7)879(
7 3	37 27	47 − 28	35 − 17	6)824(
6 9	55 28	92 − 76	74 − 57	8)985(
5 2	91 65			
	36 43	52 −14	66 − 48	4)517(
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।		एक करवाओ जो सही होना चाहिए।

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

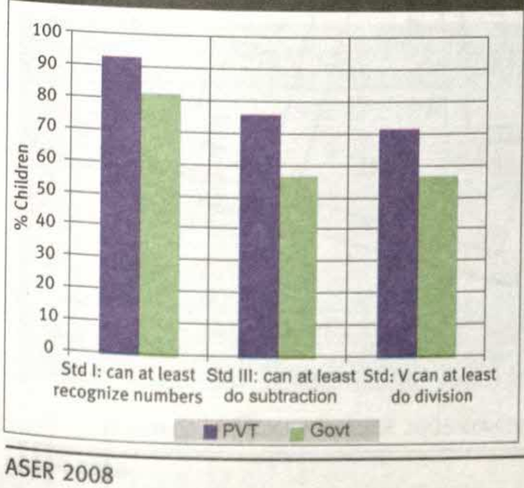
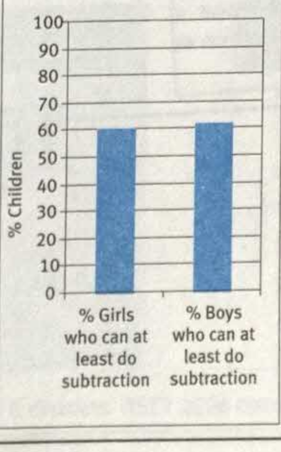


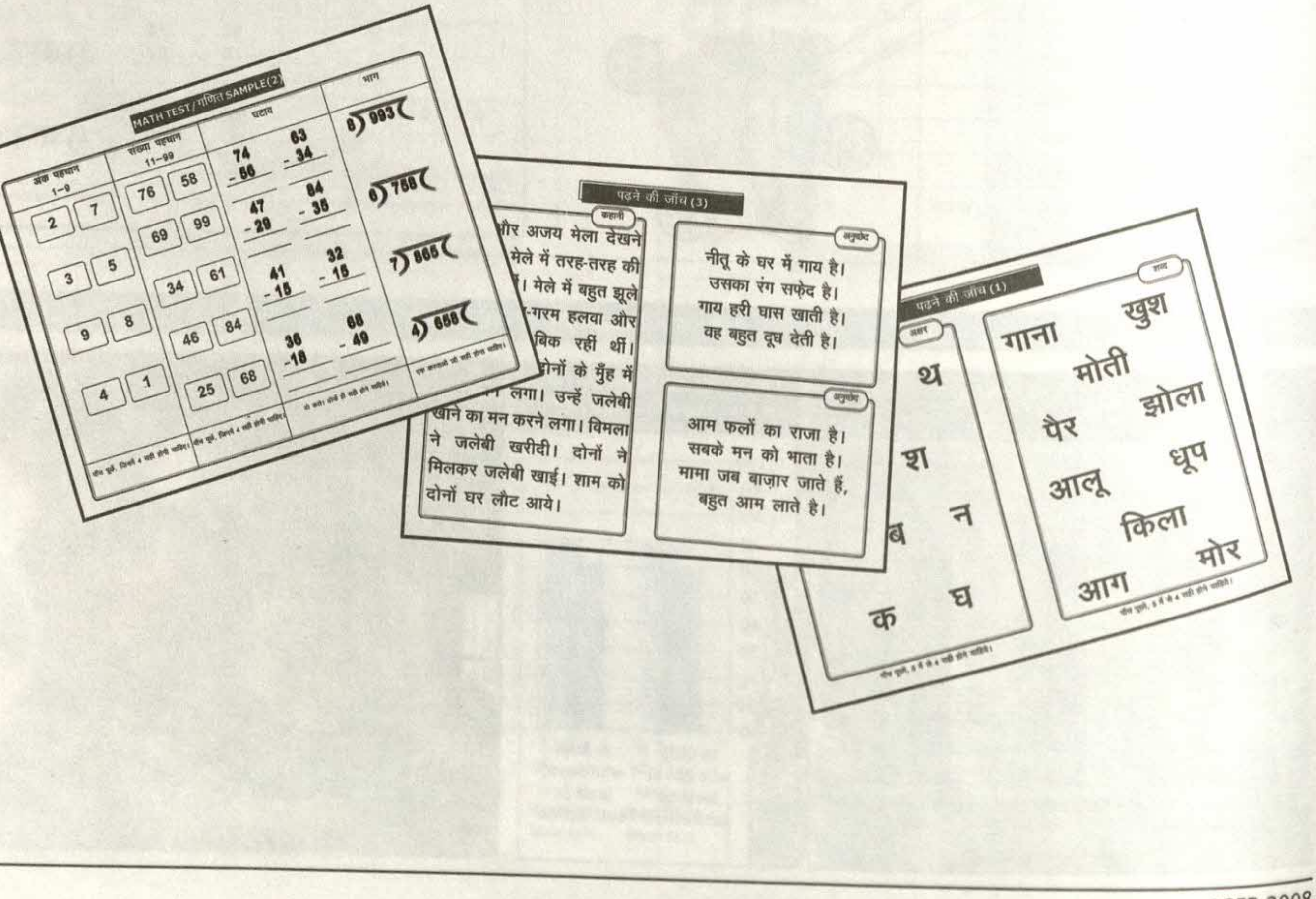
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



HIMACHAL PRADESH *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS			STD 3-5 : LEARNING LEVELS		
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Bilaspur	93.1	0.0	24.8	96.3	97.6	87.4	86.7	59.3	76.8
Chamba	85.0	2.3	7.8	79.7	84.8	73.2	62.7	49.1	69.1
Hamirpur	93.5	0.2	35.1	92.8	91.0	83.3	83.8	55.0	69.4
Kangra	91.9	0.4	37.6	88.8	91.6	87.6	78.0	55.6	82.3
Kinnaur	90.5	0.4	20.0	94.5	94.0	92.6	87.0	71.8	93.0
Kullu	95.1	0.1	18.8	95.4	97.7	81.9	77.4	60.3	92.3
Lahaul and Spiti	93.2	0.5	19.7	92.3	93.9	89.0	90.8	69.3	73.0
Mandi	92.3	0.8	20.3	91.2	94.6	86.2	83.9	61.0	83.2
Shimla	85.7	0.4	19.1	98.1	97.2	91.1	86.6	62.7	79.0
Sirmaur	92.1	0.7	21.8	87.5	87.0	75.5	62.4	41.4	71.7
Solan	96.8	0.8	16.2	77.0	82.1	76.6	61.3	44.1	74.2
Una	95.9	0.6	21.7	88.3	89.3	86.3	82.8	57.6	78.0
Total	91.9	0.6	24.3	89.7	91.6	84.3	77.6	55.7	79.1



MATH TEST/ गणित SAMPLE(2)

अंक पहचान 1-9
2 7
3 5
9 8
4 1

संख्या पहचान 11-99
76 58
69 99
34 61
46 84
25 68

घटाव
74 - 56
63 - 34
47 - 29
84 - 35
41 - 15
32 - 15
36 - 18
68 - 49

भाग
8) 993
6) 768
7) 865
4) 658

पढ़ने की जाँच (3)

कहानी
और अजय मेला देखने
मेले में तरह-तरह की
। मेले में बहुत झूले
-गरम हलवा और
बिक रहीं थीं।
दोनों के मुँह में
लगा। उन्हें जलेबी
खाने का मन करने लगा। विमला
ने जलेबी खरीदी। दोनों ने
मिलकर जलेबी खाई। शाम को
दोनों घर लौट आये।

अनुच्छेद
नीतू के घर में गाय है।
उसका रंग सफ़ेद है।
गाय हरी घास खाती है।
वह बहुत दूध देती है।

अनुच्छेद
आम फलों का राजा है।
सबके मन को भाता है।
मामा जब बाज़ार जाते हैं,
बहुत आम लाते है।

पढ़ने की जाँच (1)

अक्षर
थ
श
ब न
क घ

शब्द
खुश
गाना
मोती
झोला
पैर
धूप
आलू
किला
मोर
आग

JAMMU AND KASHMIR *RURAL*

ALL ANALYSIS BASED ON DATA FROM 14 OUT OF 14 DISTRICTS

ENROLLMENT

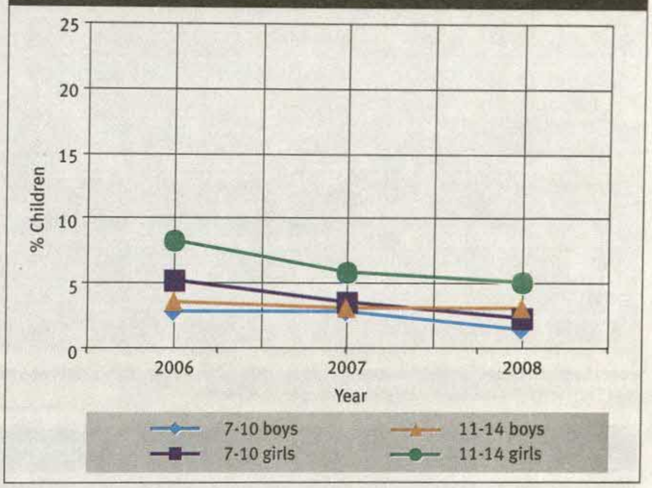
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6-14 ALL	59.1	37.5	0.6	2.7	100
AGE: 7-16 ALL	61.1	34.1	0.4	4.4	100
AGE: 7-10 ALL	57.6	39.8	0.8	1.8	100
AGE: 7-10 BOYS	56.2	41.7	0.7	1.4	100
AGE: 7-10 GIRLS	59.2	37.6	0.9	2.3	100
AGE: 11-14 ALL	61.7	34.1	0.2	3.9	100
AGE: 11-14 BOYS	59.7	37.0	0.3	3.0	100
AGE: 11-14 GIRLS	64.3	30.5	0.2	5.0	100
AGE: 15-16 ALL	67.9	20.3	0.0	11.8	100
AGE: 15-16 BOYS	68.4	22.3	0.0	9.3	100
AGE: 15-16 GIRLS	66.9	17.7	0.0	15.4	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

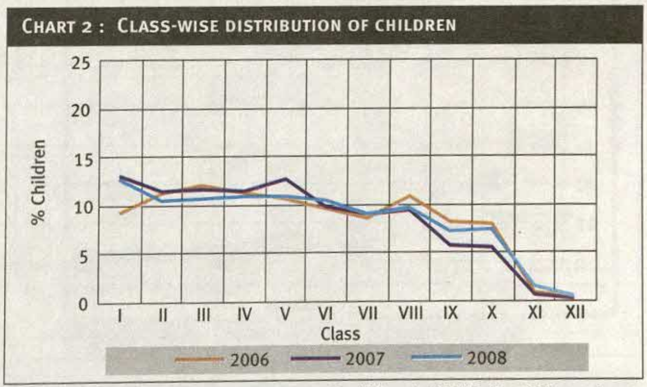
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	26.1	40.7	23.5	9.7									100
Std II	4.1	15.4	29.3	39.9	7.6	3.8							100
Std III	3.5		9.8	33.8	38.4	10.2	4.3						100
Std IV	3.7			11.9	23.1	47.2	7.0	7.0					100
Std V	4.1				8.0	33.9	37.9	10.8	5.4				100
Std VI	3.6					10.1	22.2	48.7	9.7	5.9			100
Std VII	4.1						6.5	31.1	41.0	12.6	4.7		100
Std VIII	4.5							11.5	24.0	47.5	9.0	3.5	100

How to read the table: In Std III, 82.3% (33.6+38.4+10.2) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 10.5% children in Std III in the ASER sample.

YOUNG CHILDREN

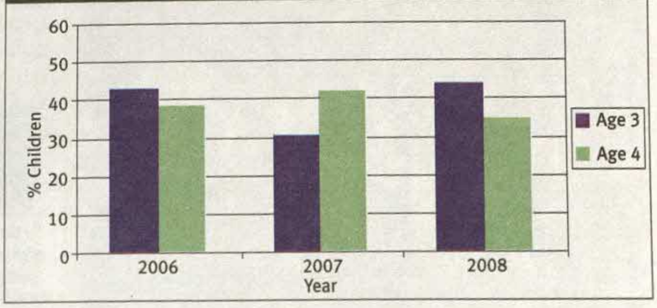
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	56.4				43.6	100
AGE: 4 ALL	65.7				34.3	100
AGE: 5 ALL	12.8	38.9	38.4	1.2	8.7	100
AGE: 6 ALL	5.3	50.5	39.4	1.6	3.2	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Jammu and Kashmir, ASER 2005 covered 8 districts. ASER 2006 covered 13 districts. ASER 2007 covered all 14 districts.

JAMMU AND KASHMIR *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	14.8	49.9	28.3	5.6	1.4	100
II	6.5	29.7	41.4	17.3	5.2	100
III	2.8	18.3	37.5	27.6	13.8	100
IV	1.9	13.7	30.6	33.8	20.1	100
V	1.4	7.2	22.1	36.4	33.0	100
VI	0.6	4.7	15.3	35.3	44.2	100
VII	1.1	3.4	9.4	30.0	56.2	100
VIII	0.5	1.7	5.9	25.2	66.7	100
TOTAL	4.0	17.2	24.4	25.9	28.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

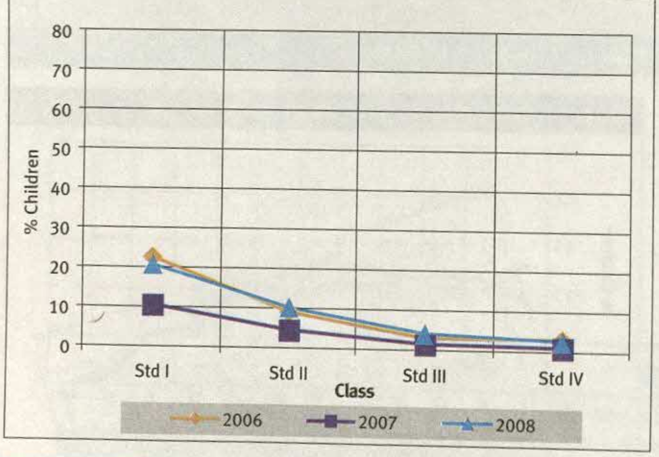
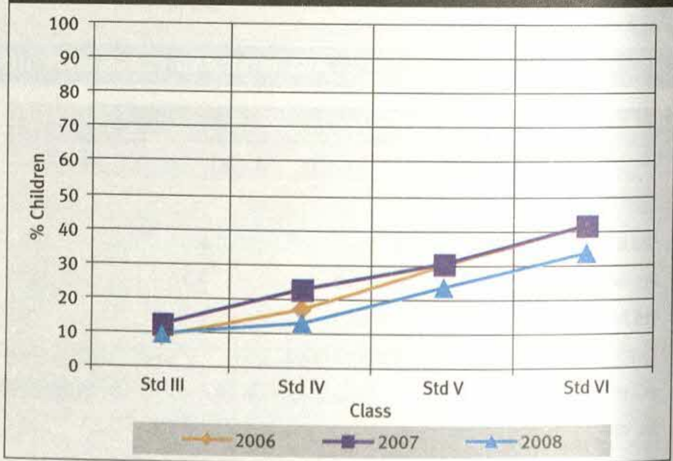


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

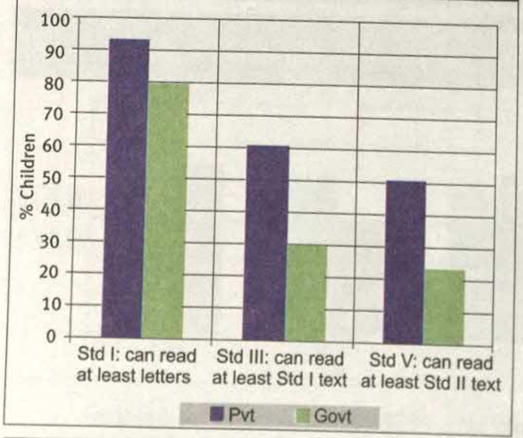
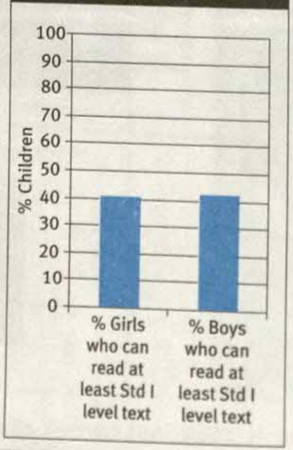


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



JAMMU AND KASHMIR *RURAL*

ARITHMETIC LEVEL

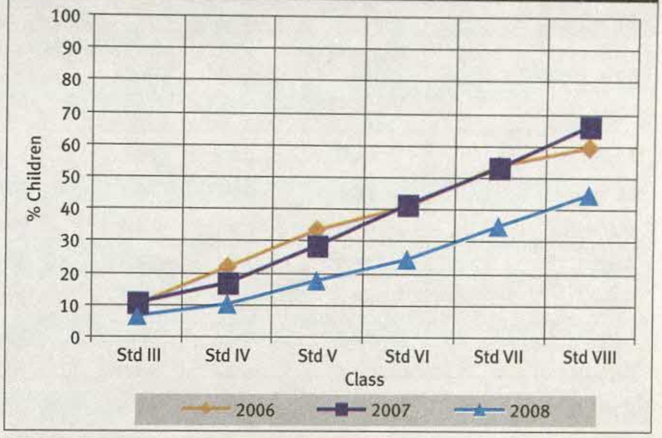
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	12.8	43.3	36.7	6.5	0.7	100
II	6.3	23.3	48.3	19.2	2.9	100
III	2.5	13.6	42.9	32.6	8.4	100
IV	1.8	6.9	37.4	39.0	14.9	100
V	1.7	4.2	26.9	42.3	24.9	100
VI	1.1	3.1	21.1	42.5	32.3	100
VII	1.7	2.0	11.6	42.2	42.5	100
VIII	1.0	1.1	9.4	36.2	52.2	100
TOTAL	3.9	13.2	30.0	31.8	21.2	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



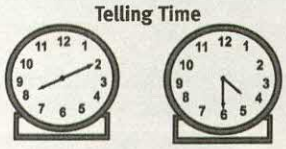
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

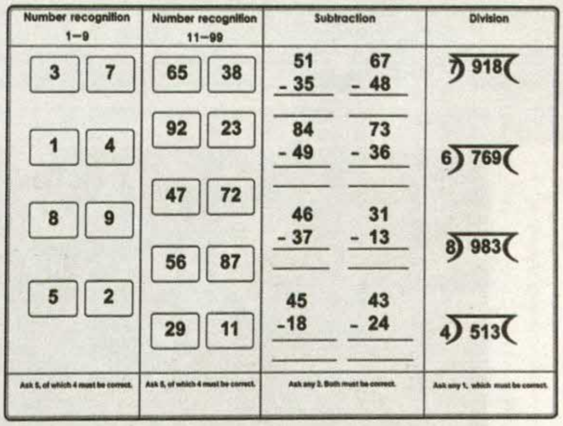
Std.	Tell time	Do currency tasks
I	6.3	25.9
II	18.2	46.5
III	35.3	63.8
IV	51.7	73.8
V	65.5	84.5
VI	75.2	86.7
VII	82.5	89.4
VIII	86.5	91.9
TOTAL	50.7	68.8

TESTING TOOL

Telling Time



Currency Tasks



Number recognition 1–9	Number recognition 11–99	Subtraction	Division
3 7 1 4 8 9 5 2	65 38 92 23 47 72 56 87 29 11	51 − 35, 67 − 48 84 − 49, 73 − 36 46 − 37, 31 − 13 45 − 18, 43 − 24	7) 918 6) 769 8) 983 4) 513
Ask 5, of which 4 must be correct.	Ask 5, of which 4 must be correct.	Ask any 2. Both must be correct.	Ask any 1, which must be correct.

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

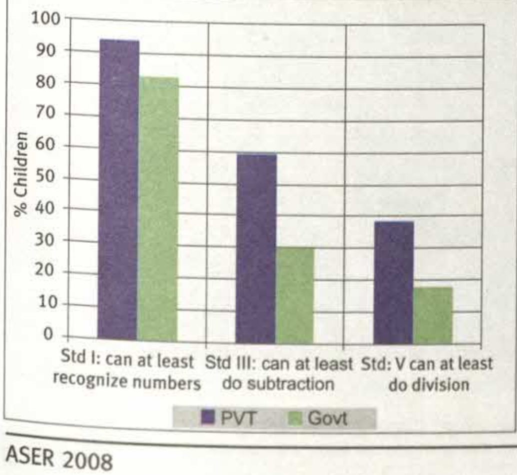
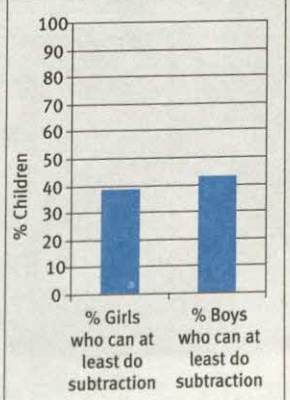
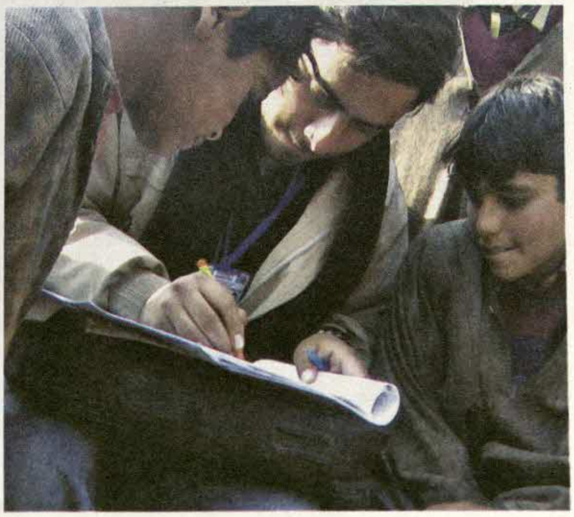


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III

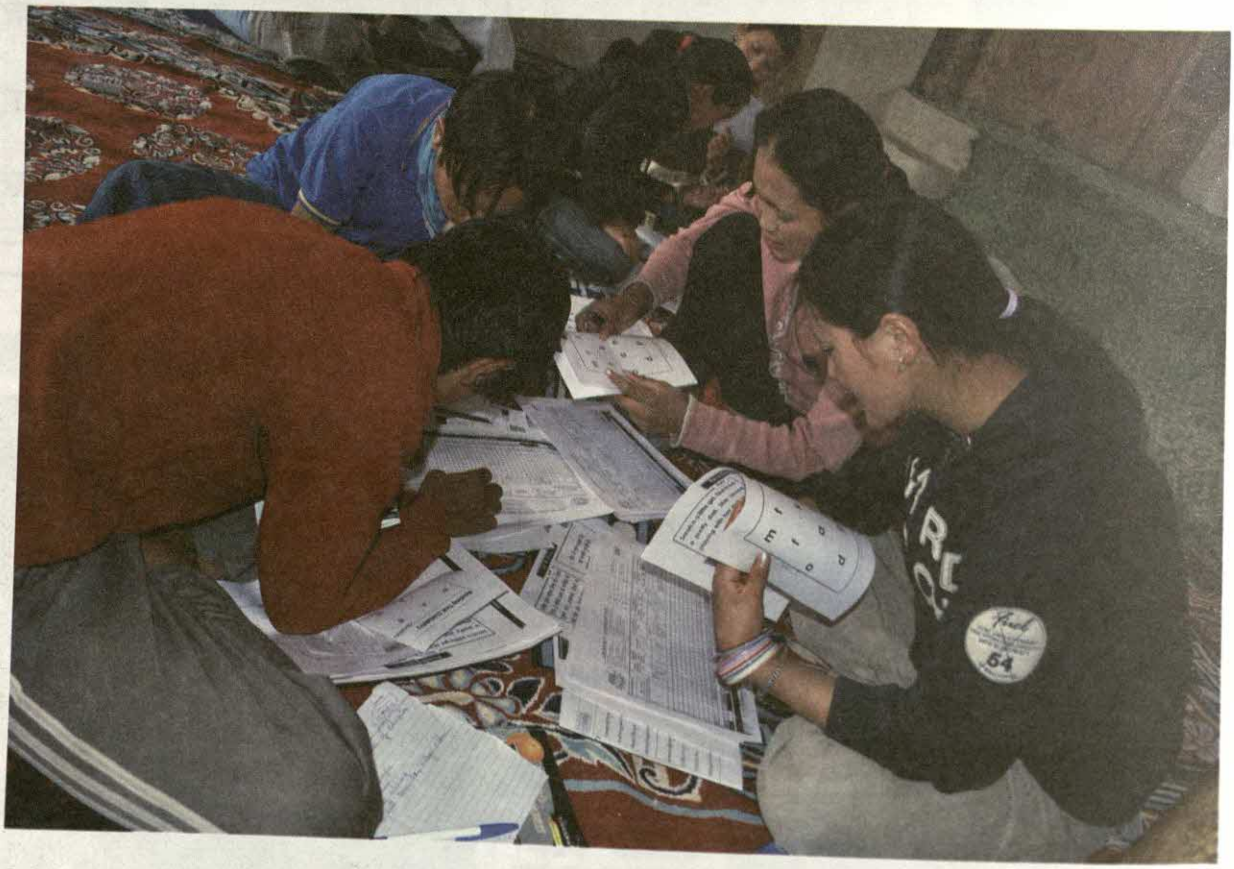




JAMMU AND KASHMIR *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Anantnag	44.6	2.6	39.7	91.2	85.8	50.9	54.6	42.6	76.7
Budgam	58.8	4.9	28.4	85.7	94.5	48.9	48.5	43.7	70.2
Baramulla	61.9	1.6	38.8	94.0	91.4	56.2	48.9	49.3	56.5
Doda	77.9	7.4	29.8	98.8	98.6	70.9	83.6	72.7	88.4
Jammu	80.4	0.8	57.4	79.3	81.9	53.9	50.5	51.5	75.1
Kargil	50.0	0.2	38.6	99.3	97.9	71.4	53.4	39.7	84.8
Kathua	78.8	1.4	41.9	86.0	88.9	64.2	67.9	63.7	76.1
Kupwara	69.1	3.0	31.5	87.0	89.0	44.5	48.5	42.1	66.2
Leh(Ladakh)	95.7	0.2	32.0	95.9	96.4	68.8	70.5	38.5	69.0
Pulwama	69.2	2.2	54.1	94.0	98.0	67.6	57.2	63.2	91.2
Poonch*		0.1	36.7	98.4	96.2	66.7	58.9	58.0	73.5
Rajauri	34.1	3.8	35.9	84.4	86.1	42.7	39.4	33.2	70.0
Srinagar	17.8	2.7	41.5	90.9	95.9	51.0	45.8	46.4	80.3
Udhampur	38.1	3.2	10.4	78.0	86.0	38.5	35.9	44.8	74.5
Total	61.5	2.7	37.5	89.0	90.2	55.0	54.2	50.9	74.0



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* Blank cells indicate insufficient data.

JHARKHAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM 17 OUT OF 22 DISTRICTS

ENROLLMENT

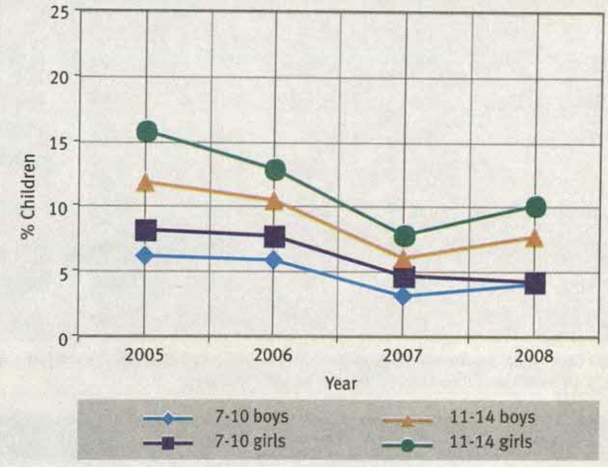
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	82.2	9.9	1.9	5.9	100
AGE: 7-16 ALL	80.5	10.0	1.7	7.8	100
AGE: 7-10 ALL	83.8	9.9	2.2	4.1	100
AGE: 7-10 BOYS	83.2	10.6	2.1	4.1	100
AGE: 7-10 GIRLS	84.3	9.1	2.3	4.3	100
AGE: 11-14 ALL	80.6	9.4	1.3	8.8	100
AGE: 11-14 BOYS	80.5	10.6	1.1	7.8	100
AGE: 11-14 GIRLS	80.7	7.6	1.5	10.2	100
AGE: 15-16 ALL	65.1	12.4	1.3	21.2	100
AGE: 15-16 BOYS	66.8	11.0	1.3	20.9	100
AGE: 15-16 GIRLS	63.7	13.4	1.5	21.4	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

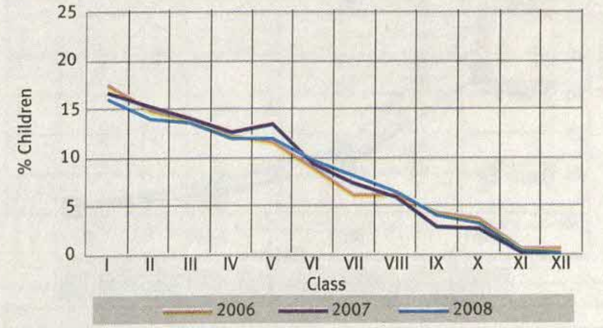
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	25.2	45.3	15.3	8.9	5.3								100
Std II	4.1	16.7	29.4	33.5	6.6	6.5	2.3						100
Std III	5.6		10.7	36.8	21.1	16.3	2.8	4.4	2.7				100
Std IV	4.9			15.7	21.3	34.0	9.3	10.3	4.6				100
Std V	2.7			5.4	7.6	31.9	18.6	20.7	6.3	7.0			100
Std VI	5.7					13.5	16.9	38.9	12.5	7.9	4.6		100
Std VII	7.9						6.8	35.9	25.6	15.6	6.6	2.1	100
Std VIII	6.4							13.1	28.5	32.5	13.6	6.0	100

How to read the table: In Std III, 74.2% (36.8+21.1+16.3) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 13.7% children in Std III in the ASER sample.

YOUNG CHILDREN

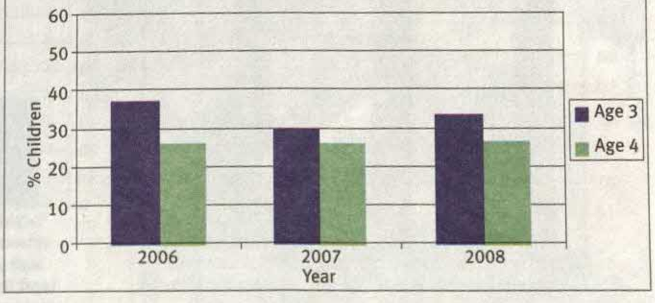
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School Govt.	In School Pvt.	In School Other School	Not going anywhere	Total
AGE: 3 ALL	66.0				34.0	100
AGE: 4 ALL	72.8				27.2	100
AGE: 5 ALL	28.7	47.9	7.3	1.4	14.6	100
AGE: 6 ALL	5.6	75.3	10.8	2.9	5.4	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Jharkhand, ASER 2005 covered 20 districts. ASER 2006, ASER 2007 covered all 22 districts.

JHARKHAND *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	44.2	38.2	11.2	4.1	2.4	100
II	16.3	36.0	27.9	13.2	6.6	100
III	6.7	22.8	29.1	25.3	16.2	100
IV	2.3	11.8	20.5	29.5	36.0	100
V	1.7	5.8	10.9	26.8	54.8	100
VI	1.1	3.1	6.5	21.9	67.5	100
VII	0.4	1.9	3.1	13.8	80.8	100
VIII	0.6	0.7	2.0	10.5	86.2	100
TOTAL	11.9	18.3	15.7	18.1	36.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

पढ़ने की जाँच (1)

Std II Level

कहानी

बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गई। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियाँ उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

Std I Level

अनुच्छेद

माँ ने हलवा बनाया।
वह बहुत मीठा था।
उसे सोनी ने खाया।
खाने के बाद वह सो गई।

म र थ
ह श
ल ब न
क घ

गाना खुश
मोती
पैर झोला
आलू धूप
किला
आग मोर

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

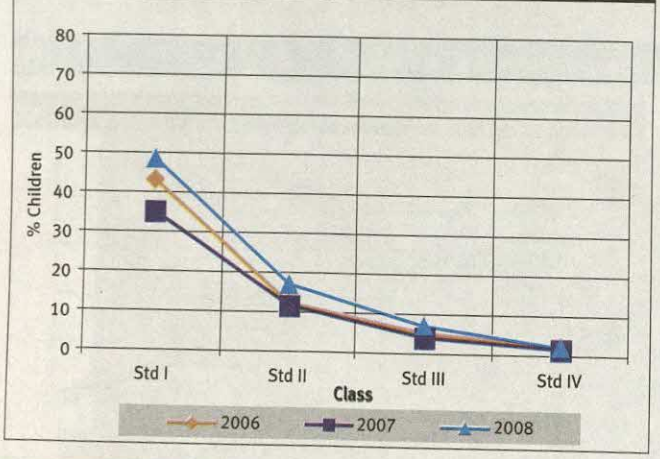
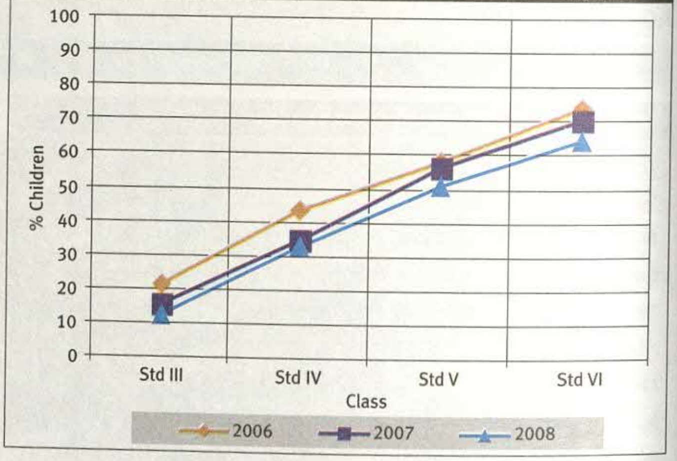


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

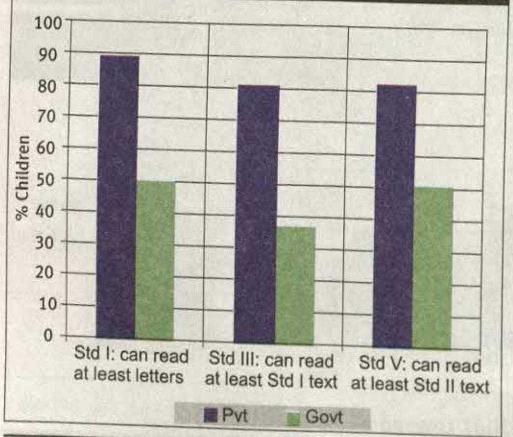
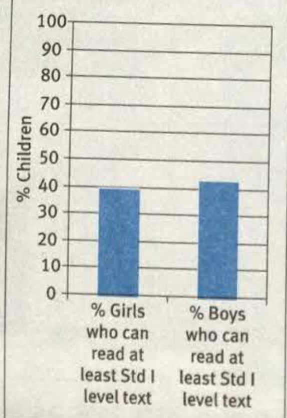


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

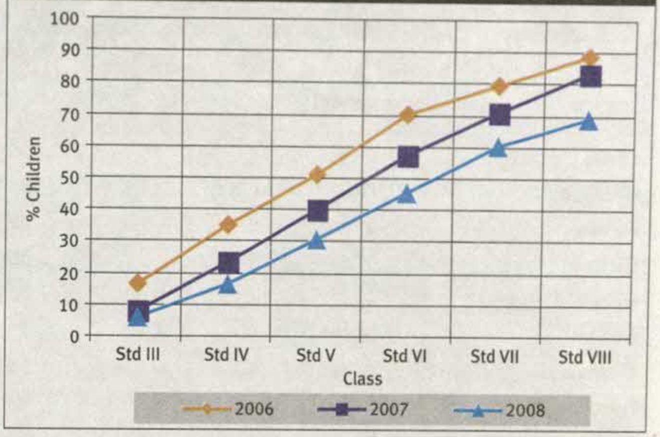
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	46.1	38.9	10.5	3.3	1.3	100
II	15.9	42.3	27.9	10.8	3.2	100
III	6.8	26.5	35.5	22.8	8.5	100
IV	2.0	14.7	29.8	34.3	19.3	100
V	1.5	7.8	23.1	33.2	34.4	100
VI	1.2	4.3	15.2	31.1	48.1	100
VII	0.6	2.3	7.9	27.1	62.2	100
VIII	0.7	1.3	5.3	21.2	71.4	100
TOTAL	12.1	20.8	20.9	21.6	24.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



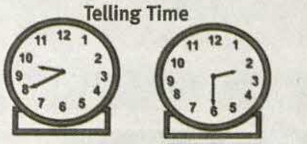
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

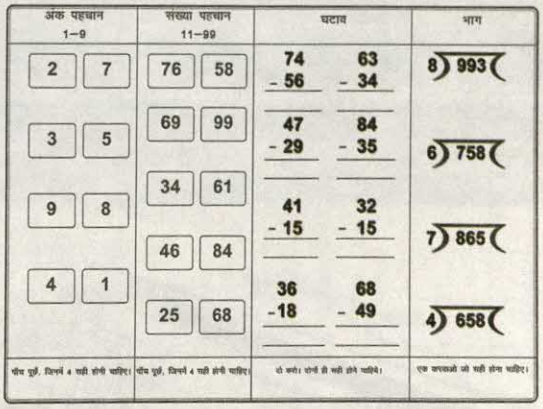
Std.	Tell time	Do currency tasks
I	5.7	20.4
II	13.0	39.0
III	28.4	56.7
IV	44.9	71.9
V	61.0	81.6
VI	73.4	86.0
VII	83.5	90.4
VIII	86.9	92.2
TOTAL	42.4	61.7

TESTING TOOL

Telling Time



Currency Tasks



अंक पहचान 1–9		संख्या पहचान 11–99		घटाव		भाग
2	7	76	58	74 - 56	63 - 34	8) 993 (
3	5	69	99	47 - 29	84 - 35	6) 758 (
9	8	34	61	41 - 15	32 - 15	7) 865 (
4	1	46	84	36 -18	68 - 49	4) 658 (
		25	68			
पाँच पूछें, जिनमें 4 सही होनी चाहिए।		पाँच पूछें, जिनमें 4 सही होनी चाहिए।		दो करो। दोनों ही सही होने चाहिये।		एक करवाओ जो सही होना चाहिए।

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

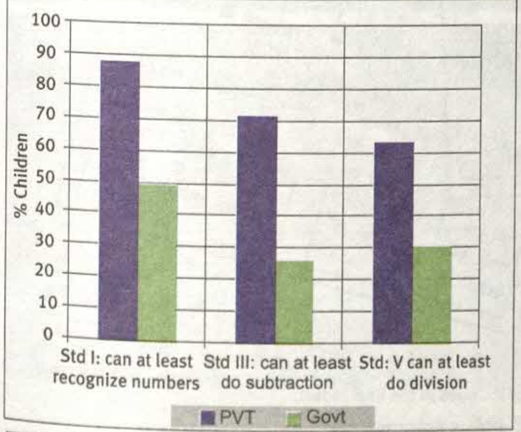
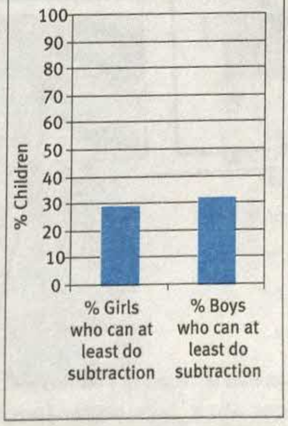


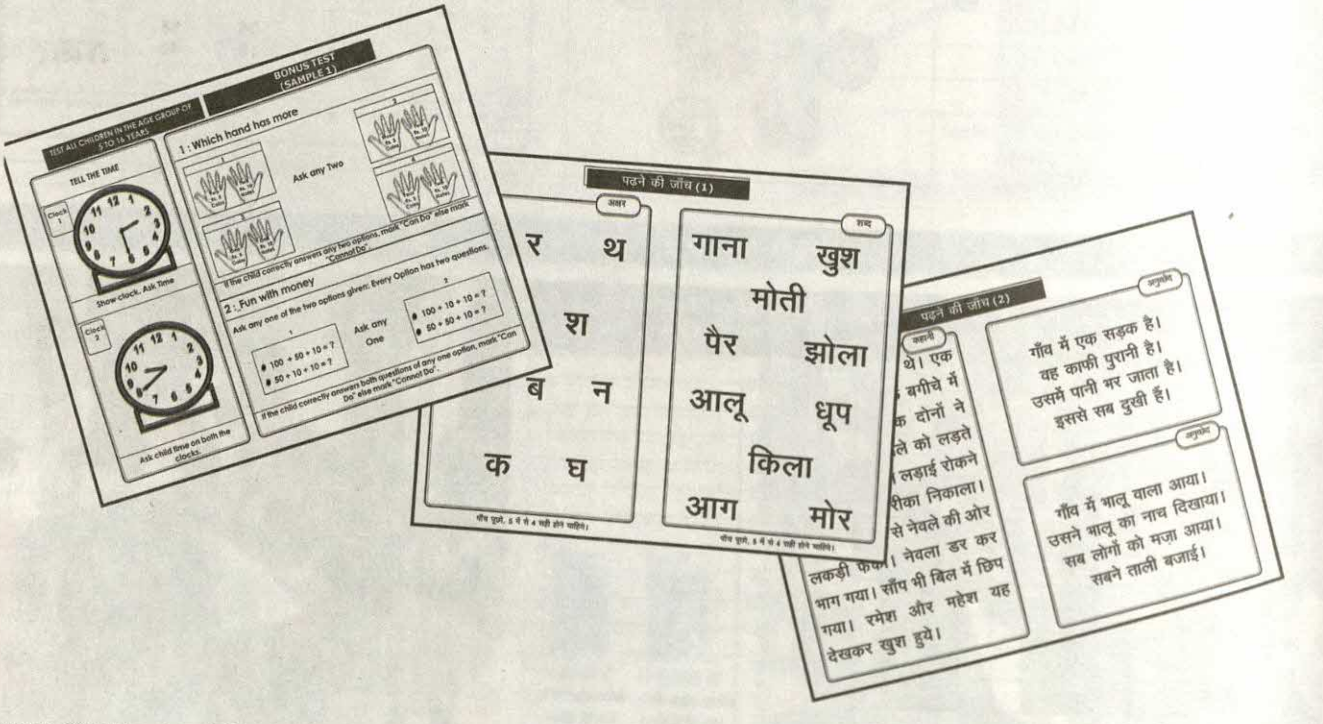
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



JHARKHAND *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in Anganwadi or pre-school	% Children (Age: 6-14) Out of School	% Children (Age: 6-14) in Private school	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Chatra	57.5	5.0	10.6	56.6	54.5	57.8	54.7	39.8	73.2
Dhanbad	79.2	4.8	14.8	83.3	79.6	78.0	69.9	41.5	82.7
Dumka	89.1	9.7	2.9	69.5	67.0	59.4	41.5	41.5	60.2
Garhwa	59.5	2.6	3.9	68.7	65.7	75.2	56.4	45.3	56.4
Giridih	43.7	5.0	14.0	70.9	76.7	64.0	52.3	47.6	81.2
Godda	85.0	6.2	13.0	72.3	68.6	70.3	69.5	62.8	86.7
Gumla	71.0	3.7	11.2	51.3	50.8	56.2	44.3	49.0	67.4
Hazaribagh	92.7	1.8	17.1	80.2	79.4	65.4	54.8	41.5	68.9
Jamtara	81.9	4.1	3.2	72.9	74.5	50.9	41.3	40.6	76.9
Kodarma*		0.4	5.3	71.9	69.2	87.2	67.3	77.6	86.6
Lohardaga	90.3	5.3	14.9	76.9	77.9	65.4	55.8	62.2	81.3
Pakaur	78.6	7.9	8.0	65.1	67.6	54.5	39.5	31.3	73.0
Palamu	50.7	4.5	2.3	52.1	49.5	59.7	49.5	38.2	69.0
Purbi Singhbhum	78.1	4.6	3.3	74.4	78.7	63.1	55.6	63.6	61.9
Ranchi	85.5	2.2	15.9	70.2	74.0	63.8	41.5	41.9	87.1
Sahibganj	80.2	13.9	9.7	69.5	61.2	61.3	58.2	57.6	70.4
Simdega	83.2	4.6	33.2	71.5	69.9	71.1	48.5	44.1	79.5
Total	69.4	5.9	9.9	68.8	68.1	61.9	49.9	44.0	69.5



TEST ALL CHILDREN IN THE AGE GROUP OF 5 TO 16 YEARS

BONUS TEST (SAMPLE 1)

TELL THE TIME

Clock 1

Show clock. Ask Time

Clock 2

Ask child time on both the clocks.

1 : Which hand has more

Ask any Two

If the child correctly answers any two options, mark "Can Do" else mark "Cannot Do".

2 : Fun with money

Ask any one of the two options given: Every Option has two questions.

1
- 100 + 50 + 10 = ?
- 50 + 10 + 10 = ?

Ask any One

2
- 100 + 10 + 10 = ?
- 50 + 50 + 10 = ?

If the child correctly answers both questions of any one option, mark "Can Do" else mark "Cannot Do".

पढ़ने की जाँच (1)

अक्षर

र थ
श
ब न
क घ

शब्द

गाना खुश
मोती
पैर झोला
आलू धूप
किला
आग मोर

पढ़ने की जाँच (2)

कहानी

थे। एक
बगीचे में
क दोनों ने
ले को लड़ते
लड़ाई रोकने
रीका निकाला।
से नेवले की ओर
लकड़ी फे । नेवला डर कर
भाग गया। साँप भी बिल में छिप
गया। रमेश और महेश यह
देखकर खुश हुये।

अनुच्छेद

गाँव में एक सड़क है।
वह काफी पुरानी है।
उसमें पानी भर जाता है।
इससे सब दुखी हैं।

अनुच्छेद

गाँव में भालू वाला आया।
उसने भालू का नाच दिखाया।
सब लोगों को मज़ा आया।
सबने ताली बजाई।

As of January 1, 2009 data was available for 17out of 22 districts in Jharkhand. Data for remaning 5 districts will be included in the final report.
* Blank cells indicate insufficient data.

KARNATAKA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 27 OUT OF 27 DISTRICTS

ENROLLMENT

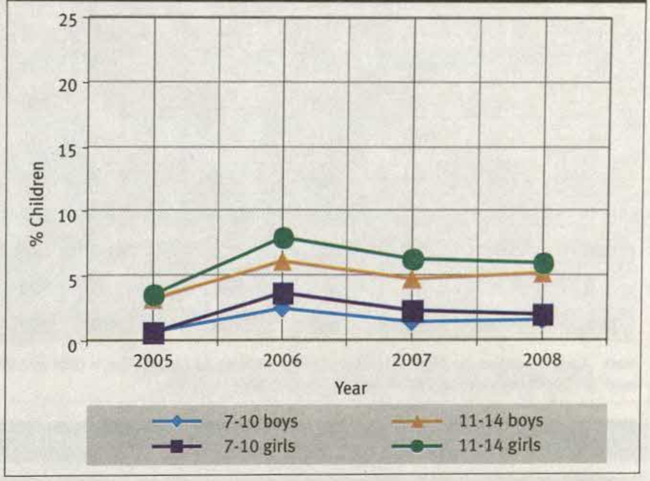
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6-14 ALL	78.0	18.1	0.3	3.6	100
AGE: 7-16 ALL	75.7	18.4	0.3	5.5	100
AGE: 7-10 ALL	78.7	19.1	0.5	1.8	100
AGE: 7-10 BOYS	77.4	20.6	0.4	1.6	100
AGE: 7-10 GIRLS	80.1	17.4	0.6	1.9	100
AGE: 11-14 ALL	77.9	16.4	0.2	5.5	100
AGE: 11-14 BOYS	76.7	17.9	0.2	5.1	100
AGE: 11-14 GIRLS	78.9	14.9	0.2	5.9	100
AGE: 15-16 ALL	60.8	22.9	0.1	16.2	100
AGE: 15-16 BOYS	61.4	22.4	0.1	16.2	100
AGE: 15-16 GIRLS	60.3	23.4	0.2	16.2	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

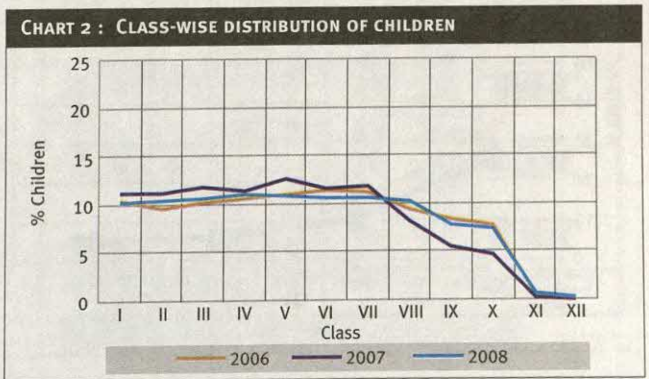
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	6.6	57.7	32.1	3.7									100
Std II	4.2		37.2	54.7	4.0								100
Std III	4.9			32.9	57.2	5.0							100
Std IV	6.9				29.1	59.3	4.6						100
Std V	6.4					32.1	55.8	5.6					100
Std VI	6.2						27.6	61.7	4.2				100
Std VII	1.2						5.4	34.2	51.7	7.6			100
Std VIII	1.2							6.5	33.7	54.5	4.2		100

How to read the table: In Std III, 90.1% (32.9+57.2) children are in age range 8 to 9.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 10.1% children in Std III in the ASER sample.

YOUNG CHILDREN

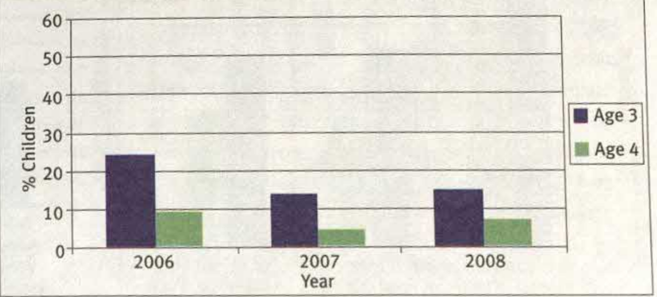
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	85.2				14.8	100
AGE: 4 ALL	93.2				6.8	100
AGE: 5 ALL	84.4	8.0	3.6	0.0	3.9	100
AGE: 6 ALL	17.3	61.6	19.6	0.2	1.4	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Karnataka, ASER 2005, ASER 2006, ASER 2007 covered all 27 districts.

KARNATAKA *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	24.7	47.9	20.7	4.8	2.0	100
II	8.6	30.9	35.9	15.4	9.2	100
III	5.4	16.7	33.2	25.0	19.7	100
IV	3.5	10.0	24.1	28.3	34.1	100
V	2.2	6.6	17.0	28.6	45.7	100
VI	1.3	4.3	11.6	24.9	57.9	100
VII	1.5	3.2	7.2	19.1	69.0	100
VIII	1.0	2.8	6.1	16.7	73.5	100
TOTAL	5.9	15.1	19.5	20.5	39.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

ನಮೂನೆ - 2

Std II Level

ಕಥೆ

ಕಾಡಿನಲ್ಲಿ ಸಿಂಹ, ಹುಲಿ, ಚಿರತೆ, ತೋಳ ಮುಂತಾದ ಪ್ರಾಣಿ ಪಕ್ಷಿಗಳು ಪ್ರೀತಿಯಿಂದ ವಾಸಿಸುತ್ತಿದ್ದವು. ಪಕ್ಷಿಗಳನ್ನು ತಿನ್ನಲು ನರಿಯೊಂದು ಕಾಯುತ್ತಿತ್ತು. ಒಂದು ದಿನ ನರಿಯು ಒಂದು ಹಕ್ಕಿಯನ್ನು ಹಿಡಿದೇ ಬಿಟ್ಟಿತು. ಹಕ್ಕಿಯು ಸಂಕಟದಿಂದ ಕೂಗಾಡುತ್ತಿತ್ತು. ಹಕ್ಕಿಯ ಕೂಗು ಕಾಡಿನ ರಾಜ ಸಿಂಹಕ್ಕೆ ಕೇಳಿಸಲೇ ಇಲ್ಲ. ಆನೆಗೆ ಹಕ್ಕಿಯ ಕೂಗು ಕೇಳಿಸಿತು. ಕೂಡಲೇ ಅಲ್ಲಿಗೆ ಆನೆ ಧಾವಿಸಿ ತನ್ನ ಸೊಂಡಿಲಿನಿಂದ ನರಿಯನ್ನು ಎತ್ತಿ ಬಿಸಾಡಿತು. ಹಕ್ಕಿಯು ಸಂತೋಷದಿಂದ ಹಾರಿಹೋಯಿತು.

Std I Level

ಪ್ಯಾರಾ

ರಂಗಪ್ಪ ಕಟ್ಟಿಗೆ ಕಡಿದು ಜೀವನ ನಡೆಸುತ್ತಿದ್ದ. ಒಂದು ದಿನ ರಂಗಪ್ಪ ಕೊಳದ ಬಳಿ ಒಣಗಿದ ಮರ ಕಂಡ. ಅದನ್ನು ಕಡಿದು ಮಾರಲು ಮುಂದಾದ. ಕೈಯಿಂದ ಕೊಡಲಿ ಜಾರಿ ಕೊಳದಲ್ಲಿ ಬಿತ್ತು.

ಅಕ್ಷರ

ಬ ನ ಅ
ಸ ಆ
ಗ ಜ ರ
ವ ಮ

ಪದ

ಸರ ಮಜ ಅರ
ಮನೆ ಶಾಲೆ
ದನ ವಾರ ಕಿವಿ
ಮಾವು ರಾಣಿ

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

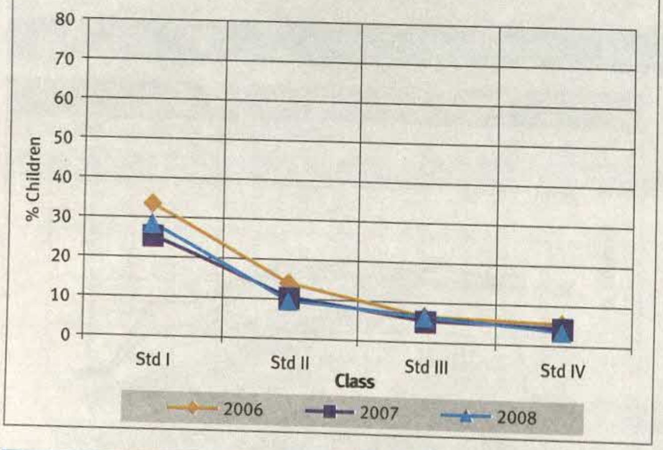
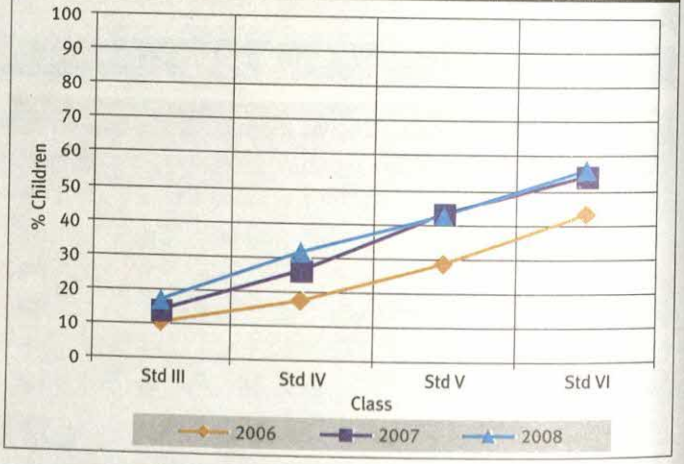


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

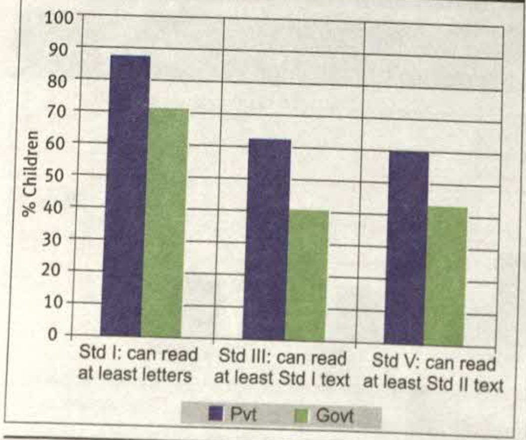
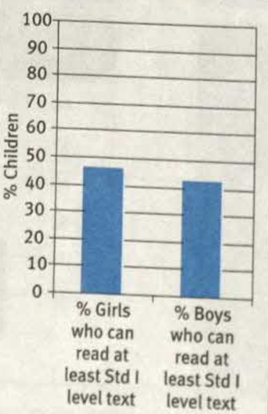


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



KARNATAKA *RURAL*

ARITHMETIC LEVEL

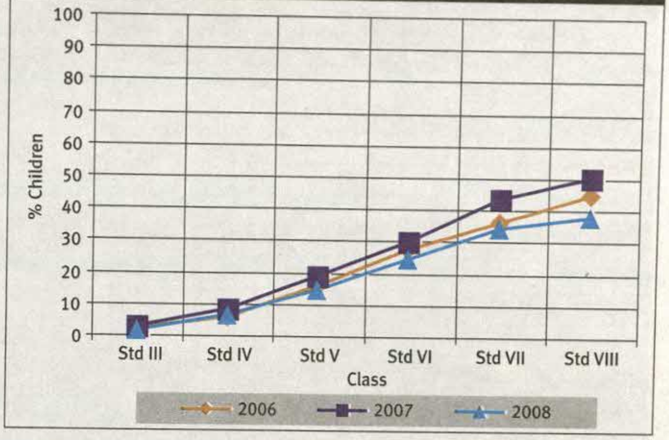
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	25.7	47.8	23.9	2.1	0.4	100
II	8.4	31.8	48.6	10.3	1.0	100
III	4.7	18.7	49.1	24.2	3.3	100
IV	2.7	10.9	45.3	32.6	8.6	100
V	1.5	8.2	36.0	37.5	16.9	100
VI	1.0	5.0	30.4	36.6	27.1	100
VII	1.0	3.0	24.5	35.8	35.7	100
VIII	1.1	2.6	22.8	33.7	39.8	100
TOTAL	5.7	15.8	35.1	26.8	16.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



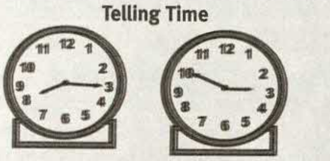
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

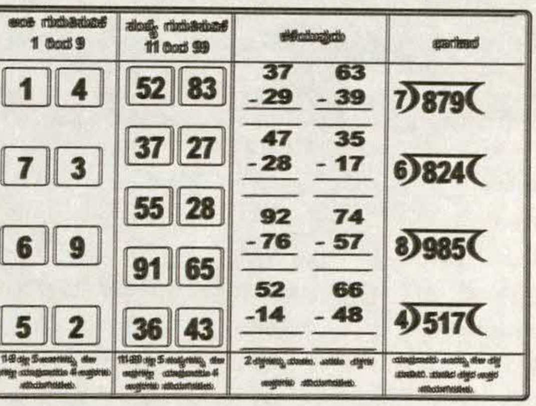
Std.	Tell time	Do currency tasks
I	6.0	28.4
II	15.7	50.2
III	26.2	65.9
IV	40.2	78.5
V	52.7	85.0
VI	65.0	90.9
VII	71.7	91.7
VIII	77.9	94.2
TOTAL	44.6	73.4

TESTING TOOL

Telling Time



Currency Tasks



[illegible] 1 [illegible] 9	[illegible] 11 [illegible] 99	[illegible]	[illegible]
1 4 7 3 6 9 5 2	52 83 37 27 55 28 91 65 36 43	37 - 29 63 - 39 47 - 28 35 - 17 92 - 76 74 - 57 52 - 14 66 - 48	7)879(6)824(8)985(4)517(
[illegible]	[illegible]	[illegible]	[illegible]

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

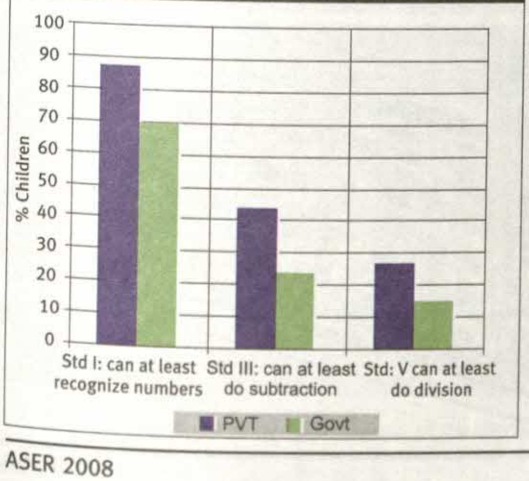
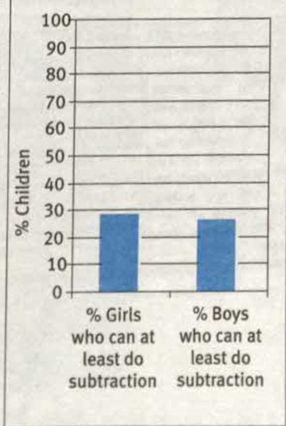
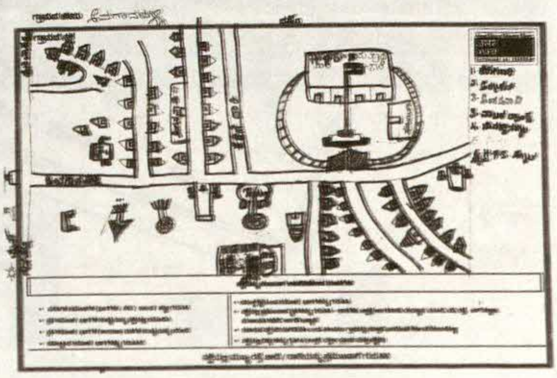


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III

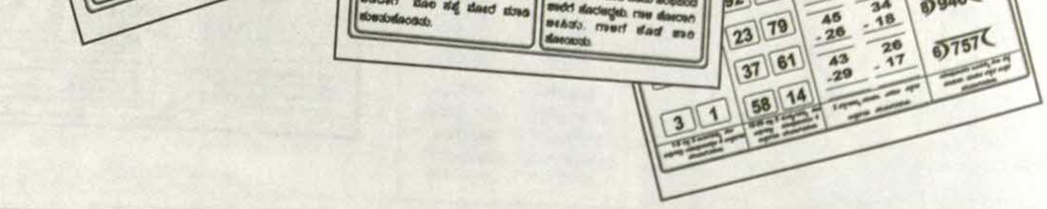




KARNATAKA *RURAL*

PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Bagalkot	83.5	5.2	11.3	83.7	82.7	49.8	36.3	44.6	70.3
Bangalore	89.5	1.1	47.1	88.8	90.1	67.5	57.7	46.7	82.8
Bangalore Rural	96.1	0.2	20.1	97.2	95.1	72.2	56.1	55.2	89.6
Belgaum	90.0	2.1	17.9	76.9	81.0	56.8	31.1	28.6	67.5
Bellary	89.1	14.1	13.1	89.1	88.6	54.2	25.8	28.8	82.5
Bidar	97.4	3.7	24.9	65.6	72.1	44.0	28.5	31.2	74.4
Bijapur	91.3	4.5	15.4	75.7	72.0	54.7	39.9	52.2	86.3
Chamaraj Nagar	95.2	2.1	14.3	81.6	76.8	55.9	33.8	32.7	67.8
Chikmagalur	91.8	0.4	20.9	93.8	90.7	71.9	46.1	51.9	82.4
Chitradurga	94.5	1.3	13.9	90.7	89.5	69.8	58.9	61.3	77.0
Dakshin Kannada	81.5	0.8	33.6	94.5	91.5	79.6	58.2	57.2	72.5
Davanagere	96.9	2.3	22.4	78.7	71.3	58.1	26.6	38.8	68.9
Dharwad	86.9	1.7	6.8	71.2	79.8	48.2	24.6	20.7	68.4
Gadag	97.0	2.6	10.1	85.9	85.9	60.3	38.8	38.0	77.7
Gulbarga	73.7	13.6	8.2	78.9	78.9	46.8	22.9	26.9	81.3
Hassan	98.0	0.5	20.0	84.6	76.1	65.2	40.2	38.5	80.3
Haveri	94.0	2.3	12.3	84.0	81.9	59.0	50.2	42.4	74.9
Kodagu	89.9	1.7	23.8	89.7	89.7	77.0	53.1	48.1	86.7
Kolar	94.8	0.7	22.8	84.3	88.4	62.0	55.7	44.5	80.1
Koppal	93.0	3.4	13.4	63.8	69.3	46.9	15.9	17.2	67.8
Mandya	88.9	0.4	27.8	91.8	83.7	62.2	41.2	39.7	83.5
Mysore	88.0	3.9	19.6	86.5	86.5	53.9	32.5	22.7	83.1
Raichur	81.2	12.4	8.8	78.9	79.4	53.2	31.1	47.2	66.4
Shimoga	94.4	1.1	16.3	92.9	94.3	73.9	53.5	47.8	74.7
Tumkur	93.9	1.3	13.2	89.5	83.9	55.5	44.8	33.3	68.6
Udupi	89.7	0.7	36.7	93.8	94.6	87.6	66.7	49.6	80.5
Uttar Kannada	87.1	0.7	5.5	97.6	96.8	84.2	76.1	59.6	88.8
Total	89.9	3.6	18.1	83.4	83.0	60.6	41.1	39.8	76.6



KERALA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 12 OUT OF 14 DISTRICTS

ENROLLMENT

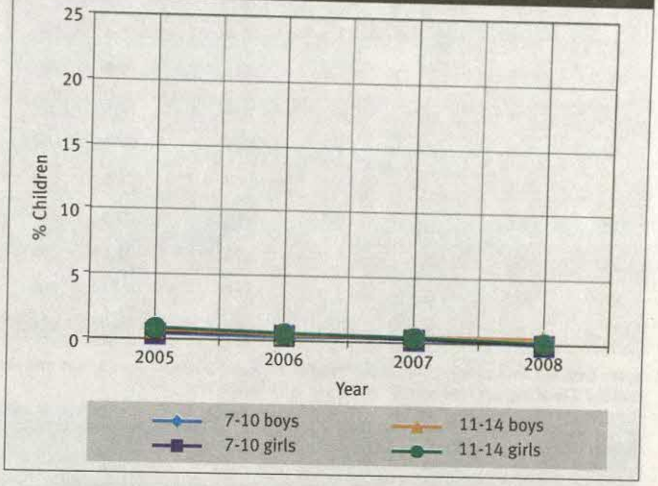
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
AGE: 6 -14 ALL	50.3	49.1	0.5	0.2	100
AGE: 7-16 ALL	51.4	47.8	0.5	0.4	100
AGE: 7-10 ALL	48.3	51.2	0.4	0.1	100
AGE: 7-10 BOYS	47.2	52.2	0.5	0.1	100
AGE: 7-10 GIRLS	48.9	50.7	0.3	0.1	100
AGE: 11-14 ALL	53.3	46.0	0.5	0.3	100
AGE: 11-14 BOYS	52.6	46.7	0.3	0.4	100
AGE: 11-14 GIRLS	53.2	46.1	0.6	0.1	100
AGE: 15-16 ALL	54.9	43.0	0.6	1.5	100
AGE: 15-16 BOYS	54.4	43.5	0.8	1.3	100
AGE: 15-16 GIRLS	55.0	43.2	0.5	1.3	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

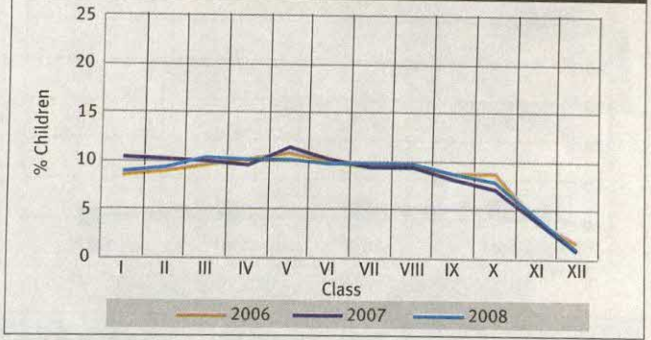
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	22.3	61.5	14.0	2.2									100
Std II	0.3	14.0	62.9	19.2	3.7								100
Std III	0.9		12.8	63.4	19.2	3.7							100
Std IV	1.6			16.7	61.0	16.8	3.9						100
Std V	1.0				11.9	62.6	20.9	3.5					100
Std VI	1.1					13.3	57.2	24.3	4.2				100
Std VII	1.2						12.8	65.8	18.1	2.2			100
Std VIII	1.4							16.8	66.4	12.8	2.6		100

How to read the table: In Std III, 95.4% (12.8+63.4+19.2) children are in age range 7 to 9.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 9.5% children in Std III in the ASER sample.

YOUNG CHILDREN

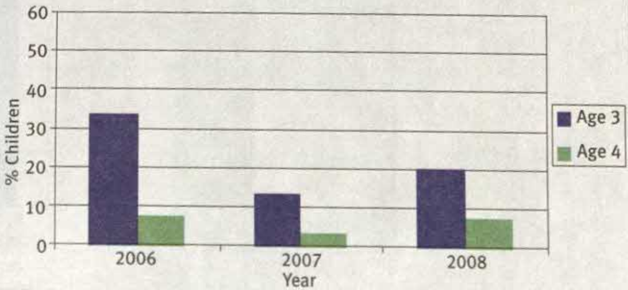
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
AGE: 3 ALL	79.6				20.5	100
AGE: 4 ALL	92.4				7.6	100
AGE: 5 ALL	50.4	19.5	27.7	0.4	2.0	100
AGE: 6 ALL	10.7	39.6	48.6	0.8	0.3	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Kerala, ASER 2005 covered all 14 districts. ASER 2006 covered all 14 districts. ASER 2007 covered all 14 districts.

KERALA *RURAL*

READING LEVEL

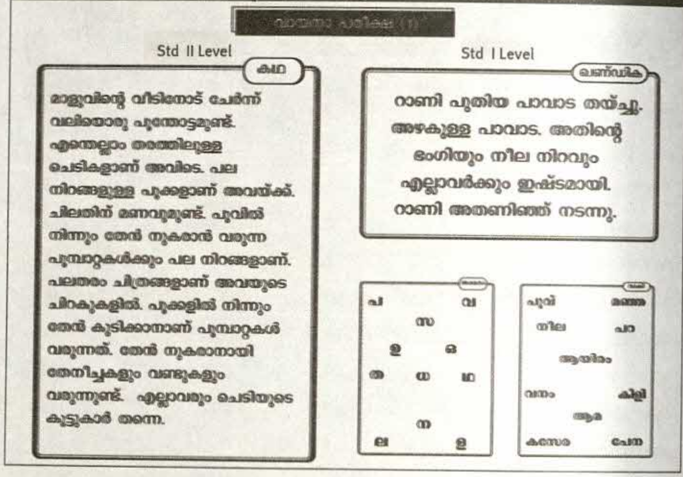
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	2.5	32.5	52.2	7.4	5.5	100
II	0.5	12.9	39.6	26.3	20.6	100
III	0.4	5.0	19.3	33.8	41.6	100
IV	0.2	2.4	8.7	24.3	64.4	100
V	0.5	1.4	4.5	18.2	75.5	100
VI	0.6	1.1	3.7	14.9	79.8	100
VII	0.1	1.1	1.9	11.4	85.5	100
VIII	0.3	0.3	1.3	9.0	89.1	100
TOTAL	0.6	6.6	15.6	18.4	58.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



വായനാ പരീക്ഷ (1)

Std II Level

കഥ

മാളുവിന്റെ വീടിനോട് ചേർന്ന്
വലിയൊരു പൂന്തോട്ടമുണ്ട്.
എന്തെല്ലാം തരത്തിലുള്ള
ചെടികളാണ് അവിടെ. പല
നിറങ്ങളുള്ള പൂക്കളാണ് അവയ്ക്ക്.
ചിലതിന് മണവുമുണ്ട്. പൂവിൽ
നിന്നും തേൻ നുകരാൻ വരുന്ന
പൂമ്പാറ്റകൾക്കും പല നിറങ്ങളാണ്.
പലതരം ചിത്രങ്ങളാണ് അവയുടെ
ചിറകുകളിൽ. പൂക്കളിൽ നിന്നും
തേൻ കുടിക്കാനാണ് പൂമ്പാറ്റകൾ
വരുന്നത്. തേൻ നുകരാനായി
തേനീച്ചകളും വണ്ടുകളും
വരുന്നുണ്ട്. എല്ലാവരും ചെടിയുടെ
കൂട്ടുകാർ തന്നെ.

Std I Level

ഖണ്ഡിക

റാണി പുതിയ പാവാട തയ്ച്ചു.
അഴകുള്ള പാവാട. അതിന്റെ
ഭംഗിയും നീല നിറവും
എല്ലാവർക്കും ഇഷ്ടമായി.
റാണി അതണിഞ്ഞ് നടന്നു.

പ വ
സ
ഉ ഒ
ത ധ ഥ
ന
ല ള

പൂവ് മഞ്ഞ
നീല പാറ
ആയിരം
വനം കിളി
ആമ
കസേര ചേന

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

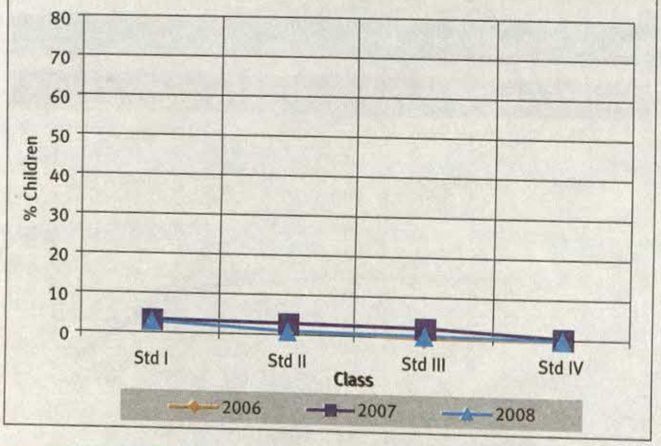
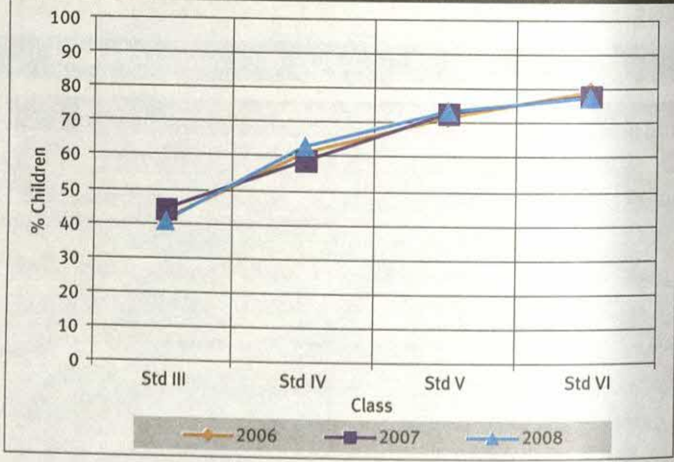


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

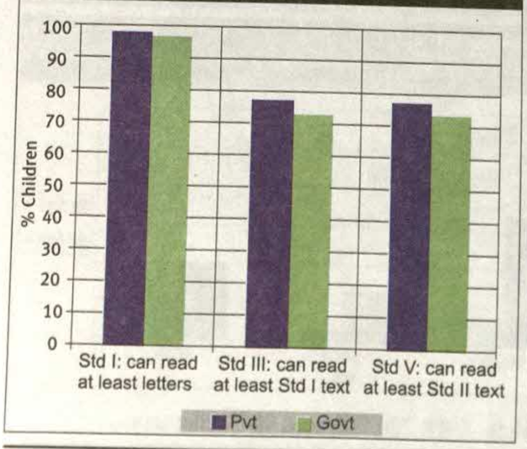
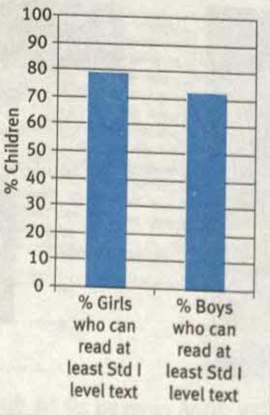


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

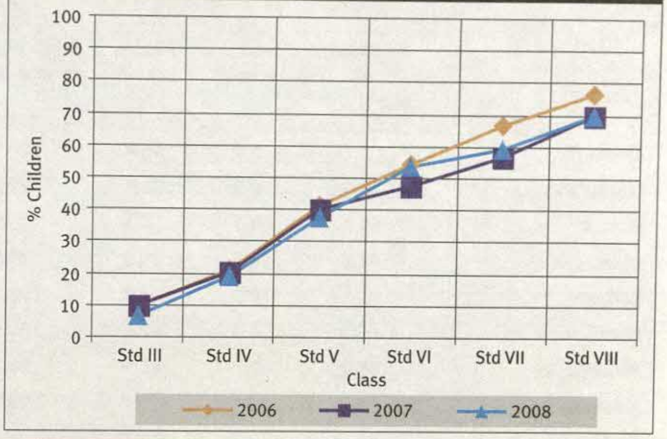
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	3.7	31.3	58.2	5.7	1.2	100
II	0.5	13.3	53.1	29.9	3.2	100
III	0.7	4.5	33.4	52.3	9.1	100
IV	0.3	2.0	18.1	56.8	22.8	100
V	0.7	1.1	11.9	42.6	43.7	100
VI	0.5	0.9	10.1	30.7	57.9	100
VII	0.1	0.8	10.1	25.2	63.8	100
VIII	0.1	0.2	5.4	19.9	74.3	100
TOTAL	0.8	6.2	24.1	33.7	35.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



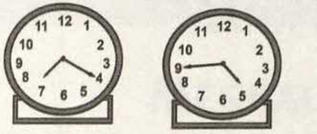
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

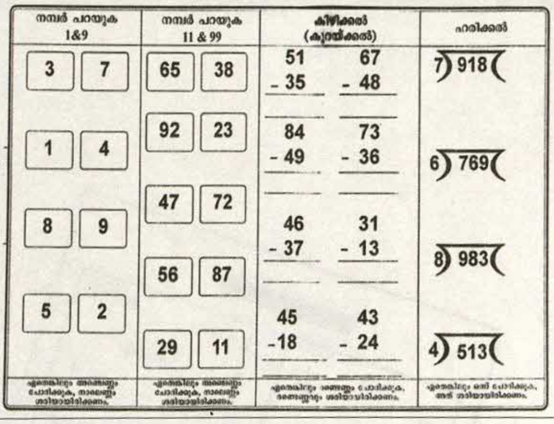
Std.	Tell time	Do currency tasks
I	31.2	46.8
II	39.6	65.0
III	57.4	80.4
IV	74.3	88.9
V	84.4	93.6
VI	90.4	95.3
VII	93.5	97.2
VIII	97.0	98.0
TOTAL	72.1	84.0

TESTING TOOL

Telling Time



Currency Tasks



നമ്പർ പറയുക 1&9	നമ്പർ പറയുക 11 & 99	കിഴിക്കൽ (കുറയ്ക്കൽ)	ഹരിക്കൽ
3 7 1 4 8 9 5 2	65 38 92 23 47 72 56 87 29 11	51 − 35, 67 − 48 84 − 49, 73 − 36 46 − 37, 31 − 13 45 − 18, 43 − 24	7) 918 (6) 769 (8) 983 (4) 513 (

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

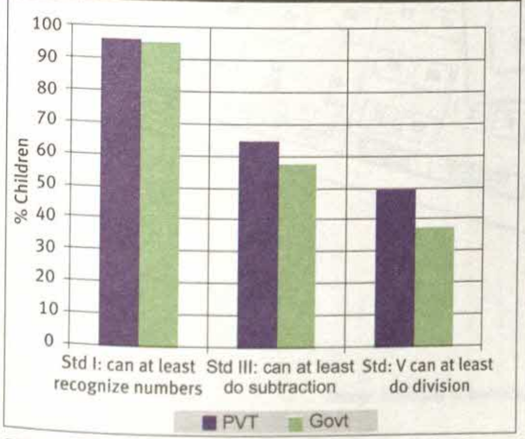
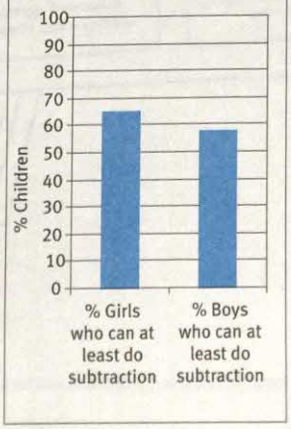
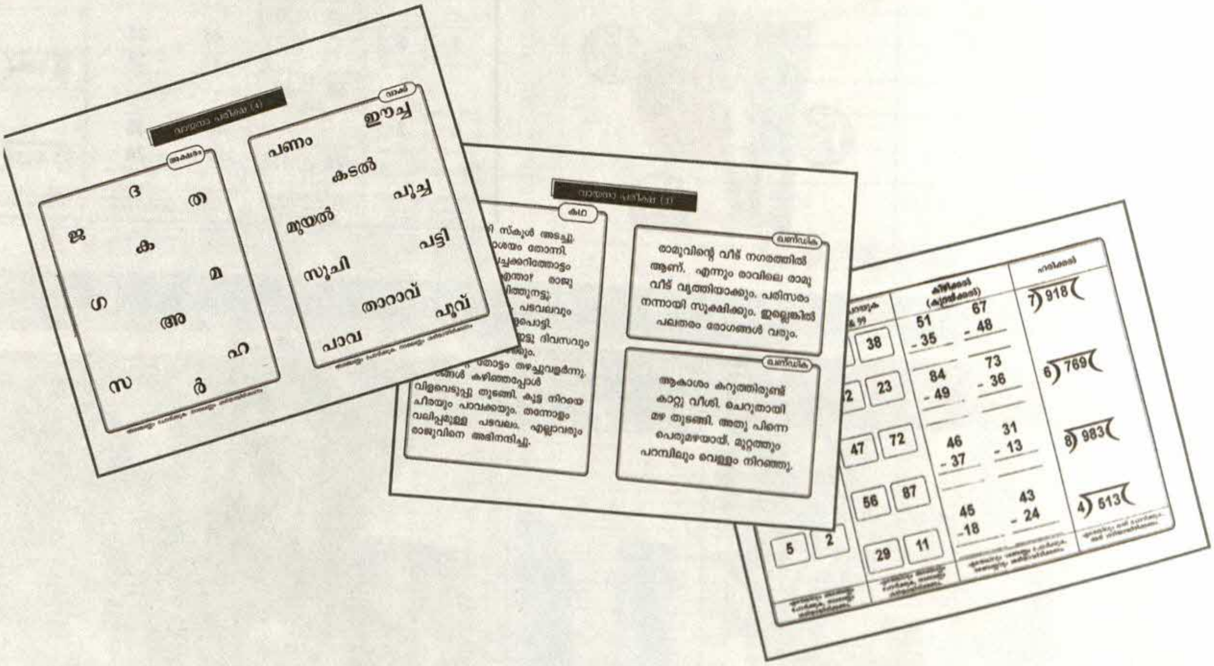


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III

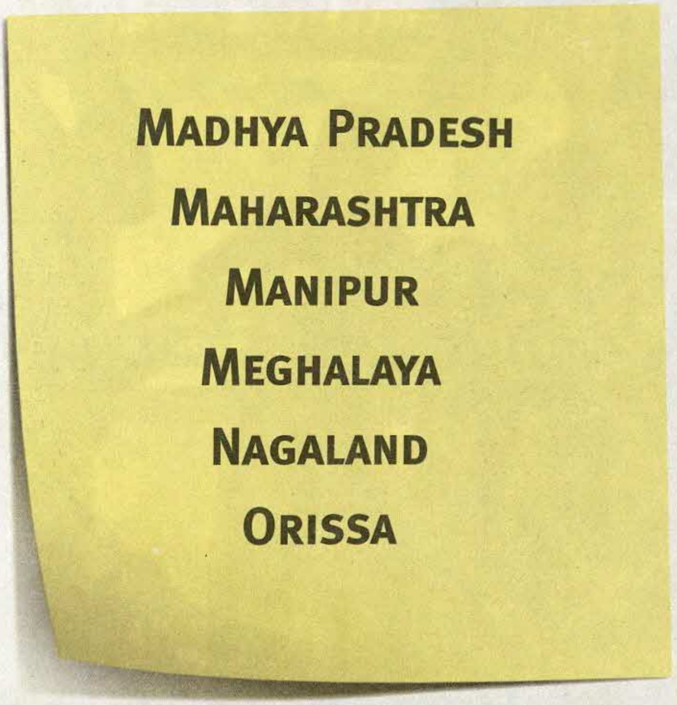


PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Alappuzha*		0.1	56.4	100.0	100.0	90.3	85.8	72.4	89.4
Ernakulam	96.0	0.4	81.6	99.2	99.2	88.8	78.0	69.5	86.4
Kannur	89.4	0.1	57.5	100.0	100.0	87.1	78.8	98.4	98.8
Kasaragod	85.9	0.7	31.6	93.9	90.7	84.8	77.1	71.3	90.1
Kollam*		0.2	43.3	100.0	99.0	91.9	83.3	75.4	86.6
Kozhikode	85.0	0.1	60.0	100.0	98.0	92.4	69.6	63.0	87.1
Malappuram	68.2	0.0	41.9	97.2	97.7	76.4	64.9	54.8	87.2
Palakkad	93.3	0.1	40.7	98.4	98.4	80.2	73.0	65.2	79.1
Pathanamthitta	91.2	0.0	53.9	100.0	99.1	89.2	83.3	81.2	91.3
Thiruvananthapuram	93.1	0.1	37.6	98.6	99.3	88.8	77.9	66.8	79.7
Thrissur	93.8	0.4	49.9	98.5	93.5	89.0	78.6	98.7	98.3
Wayanad	82.7	0.3	34.7	95.2	95.1	74.6	61.5	50.4	82.5
Total	88.3	0.2	49.1	98.6	97.8	85.9	75.8	72.1	87.6



As of January 1, 2009 data was available for 12 out of 14 districts in Kerala. Data for remaning 2 districts will be included in the final report.
* Blank cells indicate insufficient data.

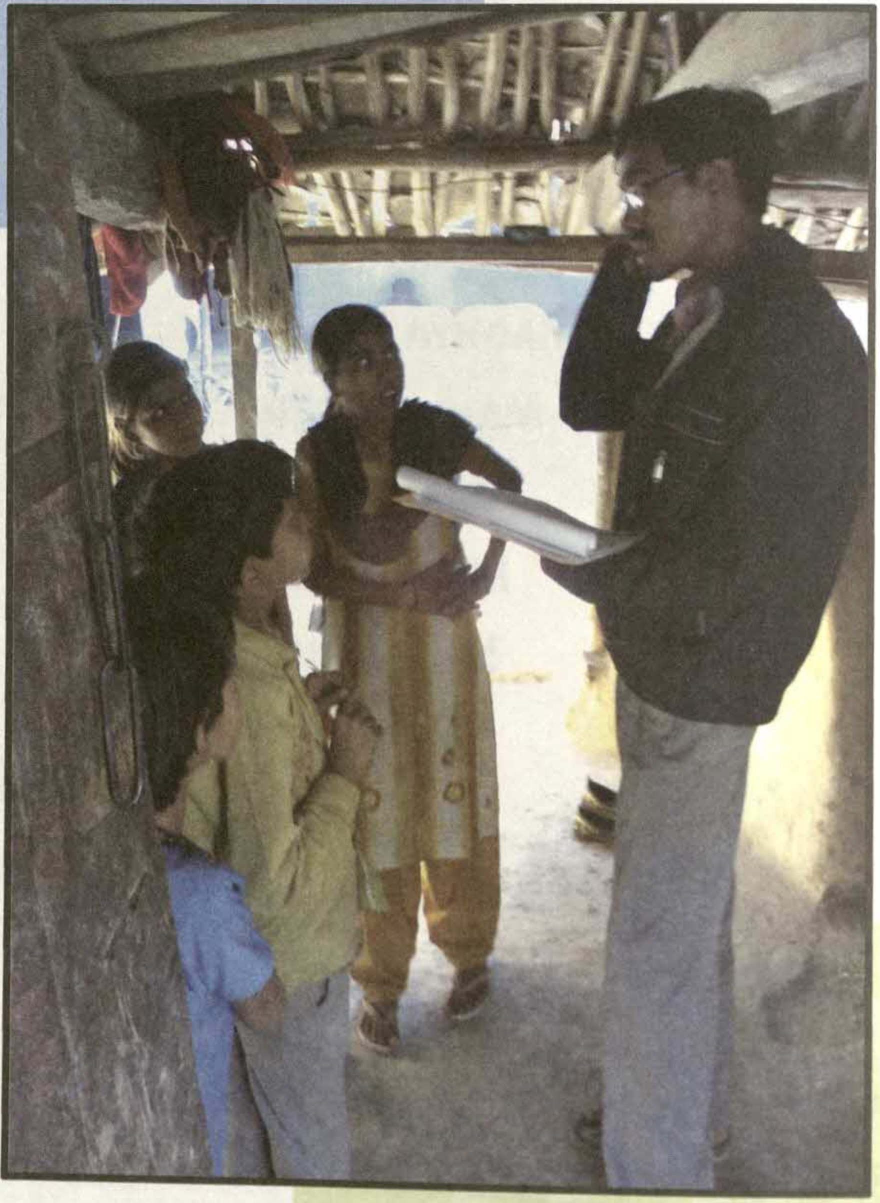


MADHYA PRADESH
MAHARASHTRA
MANIPUR
MEGHALAYA
NAGALAND
ORISSA

KERA

Annual Status of Education Report

ASER



2008

Facilitated by PRATHAM

MADHYA PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 45 OUT OF 45 DISTRICTS

ENROLLMENT

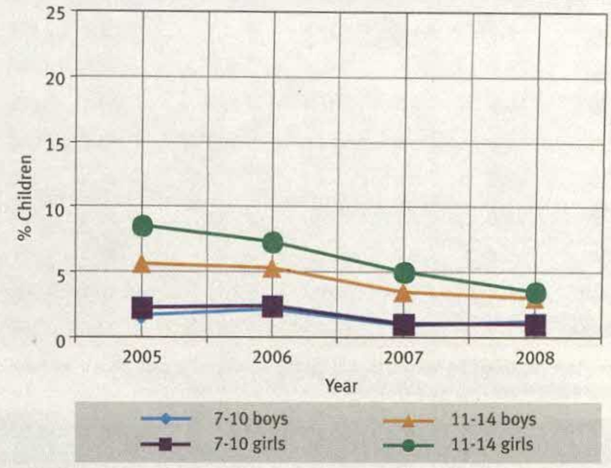
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
AGE: 6 -14 ALL	81.1	16.2	0.8	1.9	100
AGE: 7-16 ALL	80.3	15.4	0.7	3.7	100
AGE: 7-10 ALL	81.1	16.7	1.1	1.1	100
AGE: 7-10 BOYS	79.1	18.7	1.0	1.2	100
AGE: 7-10 GIRLS	83.6	14.2	1.1	1.0	100
AGE: 11-14 ALL	81.9	14.5	0.3	3.2	100
AGE: 11-14 BOYS	79.8	16.9	0.3	3.0	100
AGE: 11-14 GIRLS	84.7	11.5	0.3	3.5	100
AGE: 15-16 ALL	72.2	13.4	0.1	14.2	100
AGE: 15-16 BOYS	71.4	14.9	0.1	13.6	100
AGE: 15-16 GIRLS	73.5	11.3	0.2	15.1	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

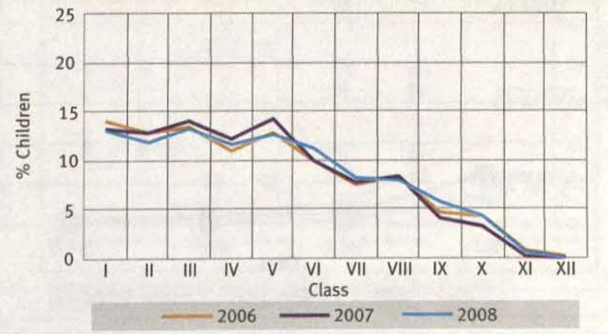
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	28.7	54.6	12.1	4.6									100
Std II	2.5	13.5	41.8	35.7	6.5								100
Std III	2.4		7.8	45.5	33.6	7.1	3.6						100
Std IV	2.7			10.8	31.1	43.6	5.9	5.9					100
Std V	3.6				5.0	41.9	32.1	11.7	5.8				100
Std VI	2.1					8.0	23.4	48.8	9.7	8.1			100
Std VII	2.7						4.3	33.5	39.4	13.8	6.4		100
Std VIII	2.5							7.1	28.6	43.7	12.2	6.0	100

How to read the table: In Std III, 86.2% (45.5+33.6+7.1) children are in age range 8 to 10

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 13.1% children in Std III in the ASER sample.

YOUNG CHILDREN

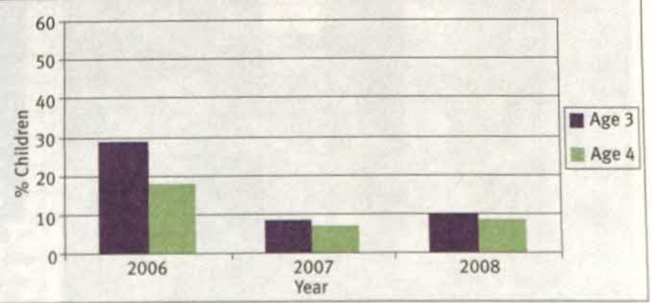
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	90.3				9.7	100
AGE: 4 ALL	91.9				8.2	100
AGE: 5 ALL	32.3	46.6	17.4	0.9	2.9	100
AGE: 6 ALL	4.4	74.3	19.2	1.5	0.7	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Madhya Pradesh, ASER 2005 covered 40 districts. ASER 2006, ASER 2007 covered all 45 districts.

MADHYA PRADESH *RURAL*

READING LEVEL

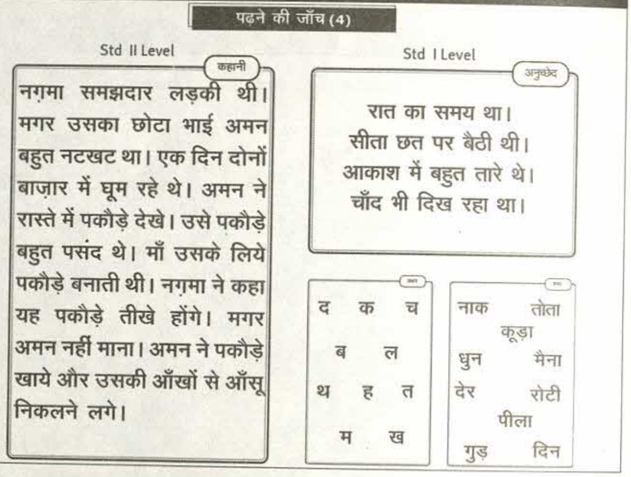
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	6.0	61.3	27.2	4.5	1.0	100
II	0.6	15.7	49.6	28.5	5.6	100
III	0.2	2.8	14.7	51.8	30.5	100
IV	0.0	1.0	4.0	29.1	65.8	100
V	0.1	0.3	1.2	11.0	87.4	100
VI	0.0	0.1	0.4	4.1	95.4	100
VII	0.0	0.3	0.2	2.1	97.3	100
VIII	0.0	0.1	0.2	1.2	98.5	100
TOTAL	1.0	11.6	13.4	18.2	55.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



पढ़ने की जाँच (4)

Std II Level

कहानी

नग़मा समझदार लड़की थी। मगर उसका छोटा भाई अमन बहुत नटखट था। एक दिन दोनों बाज़ार में घूम रहे थे। अमन ने रास्ते में पकौड़े देखे। उसे पकौड़े बहुत पसंद थे। माँ उसके लिये पकौड़े बनाती थी। नग़मा ने कहा यह पकौड़े तीखे होंगे। मगर अमन नहीं माना। अमन ने पकौड़े खाये और उसकी आँखों से आँसू निकलने लगे।

Std I Level

अनुच्छेद

रात का समय था।
सीता छत पर बैठी थी।
आकाश में बहुत तारे थे।
चाँद भी दिख रहा था।

द क च
ब ल
थ ह त
म ख

नाक तोता
कूड़ा
धुन मैना
देर रोटी
पीला
गुड़ दिन

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

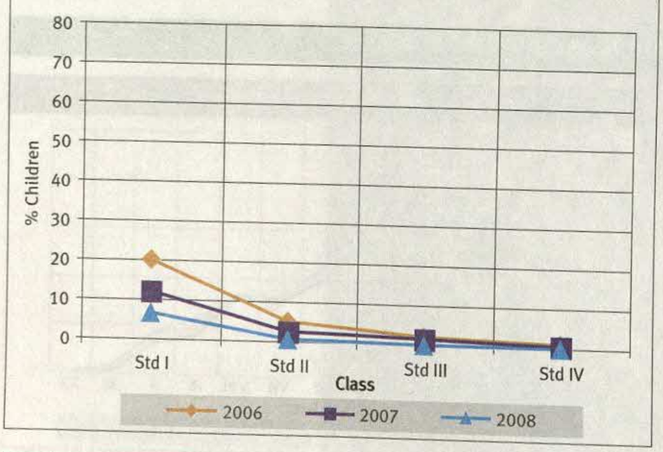
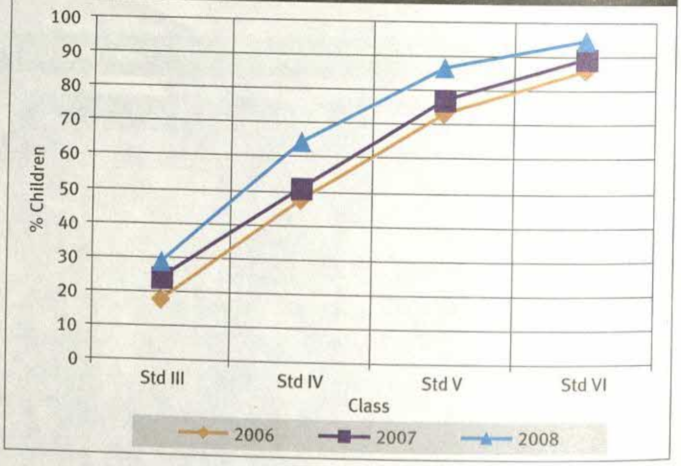


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

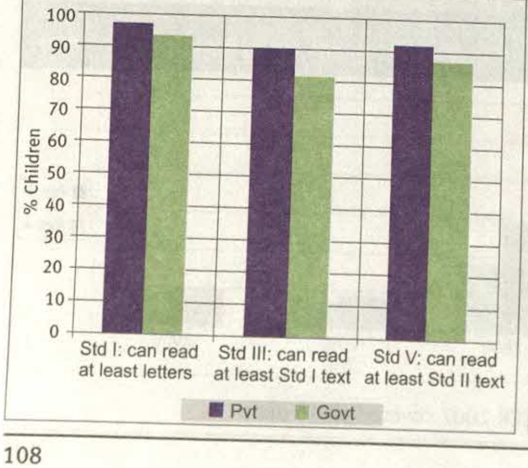
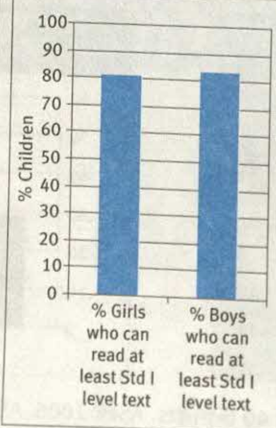


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



MADHYA PRADESH *RURAL*

ARITHMETIC LEVEL

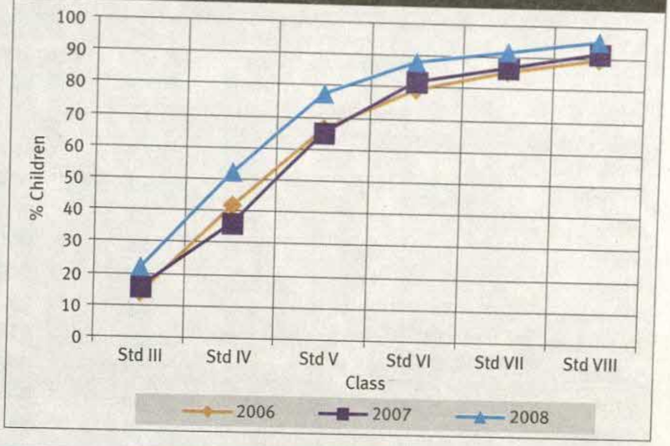
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	7.4	64.2	25.1	2.5	0.8	100
II	1.0	21.0	53.5	21.0	3.5	100
III	0.2	4.5	23.1	49.9	22.3	100
IV	0.0	1.8	8.0	36.7	53.5	100
V	0.1	0.6	3.0	18.1	78.2	100
VI	0.1	0.3	1.7	9.6	88.3	100
VII	0.0	0.4	1.1	6.4	92.2	100
VIII	0.0	0.1	0.4	3.5	96.0	100
TOTAL	1.3	13.1	15.9	19.9	49.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008

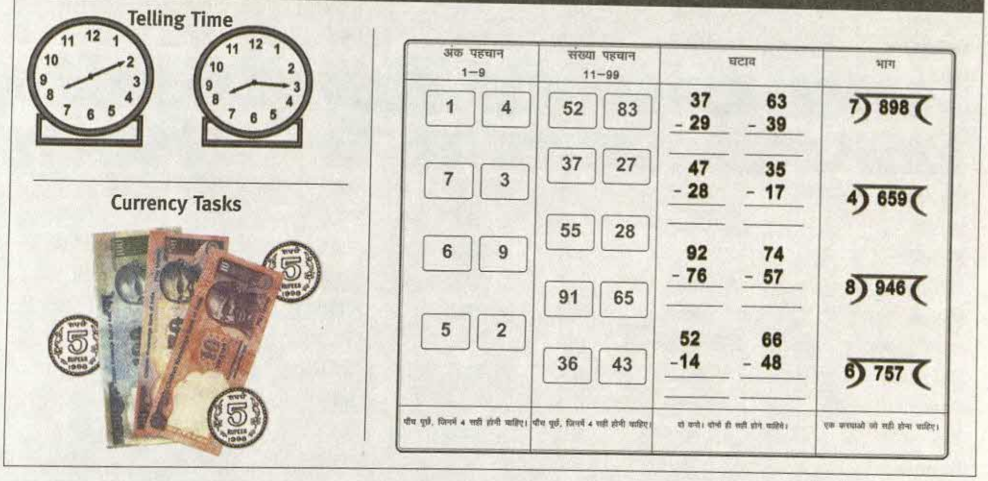


TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	9.3	23.2
II	29.9	53.8
III	56.6	79.0
IV	71.7	88.4
V	83.9	94.7
VI	90.8	96.4
VII	93.9	97.2
VIII	96.3	98.4
TOTAL	63.3	76.6

TESTING TOOL



COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

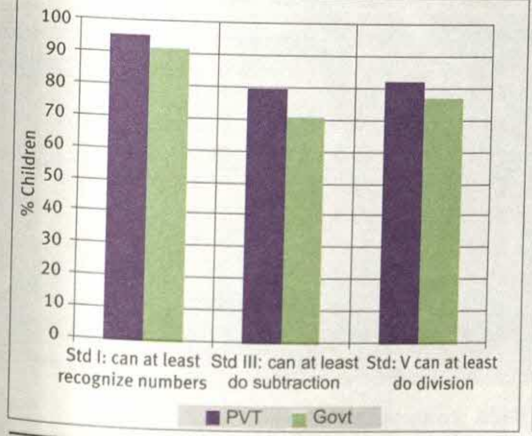
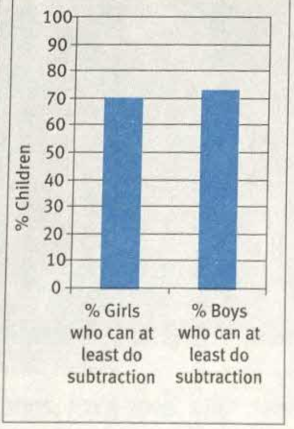
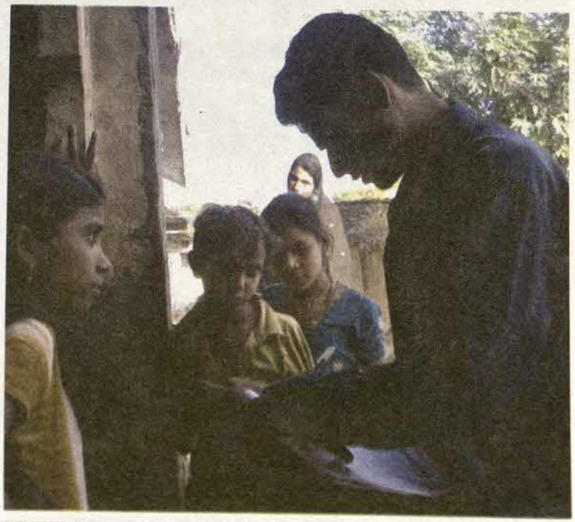


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III





MADHYA PRADESH *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Balaghat	94.4	0.8	25.1	96.8	97.2	75.9	54.9	43.0	75.5
Barwani	93.1	2.2	5.2	100.0	100.0	95.1	92.8	86.9	85.7
Betul	100.0	2.6	2.7	97.2	95.6	97.1	95.0	98.2	97.1
Bhind	95.2	0.5	10.9	97.7	96.7	85.9	86.1	95.9	97.9
Bhopal	91.7	2.5	25.3	98.5	98.8	97.8	96.5	38.7	59.8
Chhatarpur	98.9	1.4	9.6	96.7	95.1	95.0	86.4	83.3	94.0
Chhindwara	99.1	2.8	13.4	93.7	92.7	82.3	76.1	43.5	69.3
Damoh	90.5	0.4	7.9	90.7	90.7	96.1	85.6	44.4	96.5
Datia	98.0	0.5	21.1	94.5	91.7	74.8	48.7	43.8	77.5
Dewas	90.4	1.0	39.3	98.0	97.4	98.3	92.7	63.7	94.1
Dhar	84.4	2.0	19.9	100.0	100.0	99.3	98.6	32.4	94.1
Dindori	100.0	2.8	10.9	93.1	92.7	86.3	70.7	60.6	84.0
East Nimar	89.8	1.9	16.1	100.0	99.2	99.4	98.0	79.9	95.4
Guna	98.8	0.2	2.8	97.9	97.3	99.6	99.3	92.9	97.8
Gwalior	93.2	2.2	13.6	100.0	99.7	80.9	66.7	72.4	84.0
Harda	83.5	3.2	17.7	97.1	97.1	93.4	85.1	85.4	92.0
Hoshangabad	86.8	0.8	25.2	95.8	94.5	91.3	85.2	69.7	86.1
Indore	92.7	0.3	33.8	100.0	99.3	97.1	91.2	84.3	96.4
Jabalpur	89.0	2.6	18.0	94.7	93.8	91.6	79.0	73.7	84.8
Jhabua	86.2	6.8	3.5	97.0	95.0	95.8	94.3	72.6	93.6
Katni	72.8	1.6	9.5	97.5	97.5	98.3	96.8	20.5	83.3
Mandla	93.1	2.8	13.7	98.5	96.5	82.0	70.8	41.5	66.0
Mandsaur	80.5	2.7	42.1	97.8	97.3	99.3	99.6	75.7	99.3
Morena	98.0	1.5	9.2	98.9	99.3	95.2	92.3	86.0	96.7
Narsinhpur	81.8	0.2	20.2	96.0	92.8	94.2	86.4	79.3	80.3
Neemuch	96.3	0.4	21.1	97.6	94.8	96.9	88.4	89.7	83.2
Panna	89.7	1.5	33.3	94.9	95.7	89.9	85.1	62.5	77.0
Raisen	90.5	0.2	10.6	98.4	98.4	99.2	99.2	36.7	50.9
Rajgarh	84.5	3.6	17.8	99.0	98.3	95.6	88.3	87.4	88.0
Ratlam	100.0	0.8	17.3	97.4	97.4	90.5	88.3	98.4	97.8
Rewa*		1.1	25.4	97.7	95.4	96.2	92.6	70.3	91.3
Sagar	100.0	0.7	9.8	96.2	93.7	87.9	79.0	73.1	74.4
Satna	95.4	1.3	19.1	95.4	95.4	93.8	87.0	63.5	89.5
Sehore	100.0	0.6	29.2	96.7	95.7	93.8	80.2	76.0	82.3
Seoni	90.4	1.8	13.5	97.8	96.3	70.0	57.1	51.1	63.1
Shahdol	85.8	0.8	9.3	93.8	92.5	78.6	72.0	85.2	94.2
Shajapur	70.9	4.2	28.5	94.1	93.3	90.2	81.1	68.4	91.3
Sheopur	84.9	5.9	13.0	96.1	95.8	76.2	65.0	34.7	69.7
Shivpuri	95.3	2.8	5.7	94.4	91.6	90.3	88.1	90.9	89.2
Sidhi	86.3	2.3	13.1	93.1	92.4	94.0	88.5	76.1	83.3
Tikamgarh	70.7	2.4	7.0	93.3	90.5	88.5	84.7	89.3	93.9
Ujjain	92.1	2.0	37.4	97.5	97.1	99.7	99.4	24.3	99.7
Umaria	100.0	2.4	5.7	95.5	95.5	94.4	91.5	89.1	81.7
Vidisha	99.3	0.8	9.3	95.8	95.2	89.6	84.7	87.1	86.0
West Nimar	88.7	3.6	21.0	97.2	98.0	97.3	97.6	97.1	98.3
Total	**91.1**	**1.9**	**16.2**	**96.6**	**95.7**	**91.7**	**85.9**	**70.5**	**87.2**

* Blank cells indicate insufficient data.

MAHARASHTRA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 33 OUT OF 33 DISTRICTS

ENROLLMENT

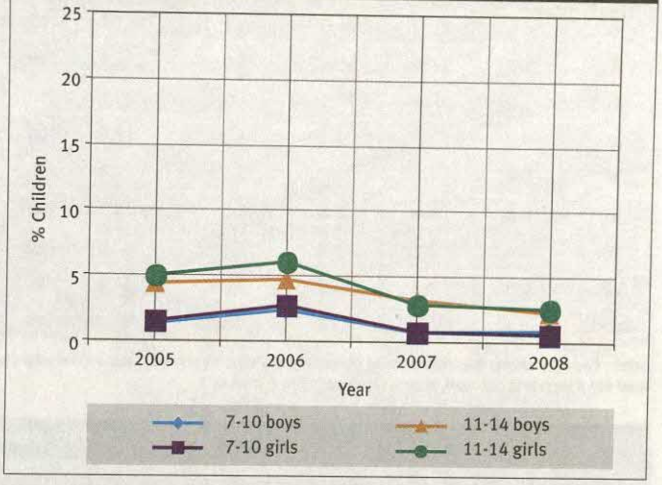
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
AGE: 6-14 ALL	72.1	25.9	0.4	1.5	100
AGE: 7-16 ALL	64.2	32.7	0.4	2.7	100
AGE: 7-10 ALL	88.8	10.0	0.5	0.8	100
AGE: 7-10 BOYS	88.2	10.5	0.4	0.9	100
AGE: 7-10 GIRLS	89.4	9.4	0.5	0.7	100
AGE: 11-14 ALL	52.4	44.8	0.3	2.4	100
AGE: 11-14 BOYS	52.6	44.9	0.3	2.3	100
AGE: 11-14 GIRLS	52.1	44.9	0.4	2.6	100
AGE: 15-16 ALL	26.2	64.1	0.4	9.4	100
AGE: 15-16 BOYS	27.1	64.4	0.3	8.1	100
AGE: 15-16 GIRLS	25.2	63.9	0.5	10.5	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

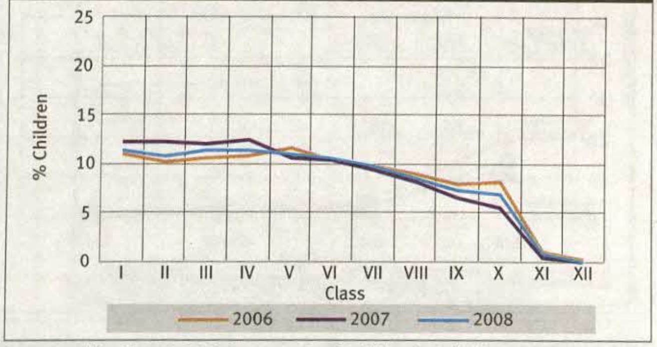
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	4.1	57.7	33.6	4.7									100
Std II	0.3	3.4	34.4	55.9	6.1								100
Std III	3.3			32.1	57.3	7.3							100
Std IV	3.1				24.1	62.8	5.9	4.1					100
Std V	2.8					31.8	53.9	9.3	2.3				100
Std VI	4.0						23.5	62.2	8.0	2.3			100
Std VII	3.3							28.9	53.4	11.9	2.6		100
Std VIII	5.9								30.7	55.2	6.2	2.1	100

How to read the table: In Std III, 89.4% (32.1+57.3) children are in age range 8 to 9.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.4% children in Std III in the ASER sample.

YOUNG CHILDREN

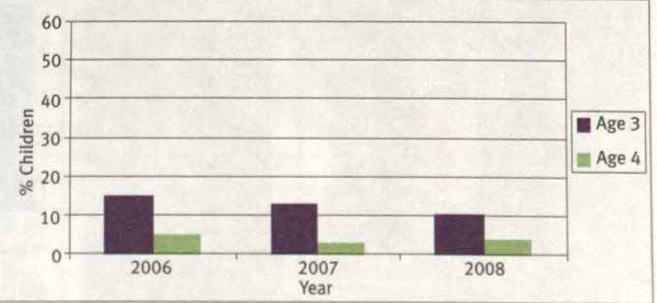
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
AGE: 3 ALL	89.6				10.4	100
AGE: 4 ALL	95.8				4.2	100
AGE: 5 ALL	83.0	11.4	2.6	0.3	2.7	100
AGE: 6 ALL	11.1	78.7	8.4	0.6	1.2	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Maharashtra, ASER 2005, ASER 2006, ASER 2007 covered all 33 districts.

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	14.5	53.9	24.6	4.2	2.7	100
II	3.0	18.8	44.0	25.0	9.3	100
III	1.6	4.7	19.0	46.1	28.7	100
IV	0.7	2.7	9.8	34.0	52.8	100
V	0.4	1.1	3.9	19.6	75.0	100
VI	0.1	0.9	2.6	13.8	82.7	100
VII	0.5	0.7	1.7	9.6	87.5	100
VIII	0.3	0.6	1.0	6.7	91.4	100
TOTAL	2.8	11.0	13.9	20.5	51.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

वाचन चाचणी (१)

Std II Level

गोष्ट

एक बदक होते. ते एका लहान तळ्यात राहत असे. त्याला वाटले आपण नवीन ठिकाणी फिरायला जावे. एक दिवस संध्याकाळी ते नदीवर फिरायला गेले. मोठी नदी बघून त्याला आनंद झाला. त्याने पाण्यात पोहण्यास सुरुवात केली. पण पाण्यामध्ये त्याला भीती वाटू लागली. मदतीसाठी ते हाका मारू लागले. तेवढ्यात एक मोठा मासा आला. माशाला बदकाची दया आली. माशाने बदकाला पाठीवर बसवले आणि काठावर पोचवले. बदक माशाचे आभार मानून परत तळ्यात परतले.

Std I Level

परिच्छेद

गावातून नदी वाहते.
नदीला पाणी आहे.
नदीत खूप मासे आहेत.
नदीचे पाणी गोड आहे.

विमान
पाटी
सूप
केळी
पोपट
वारा
कैरी
पंख
झाड
आजी

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READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

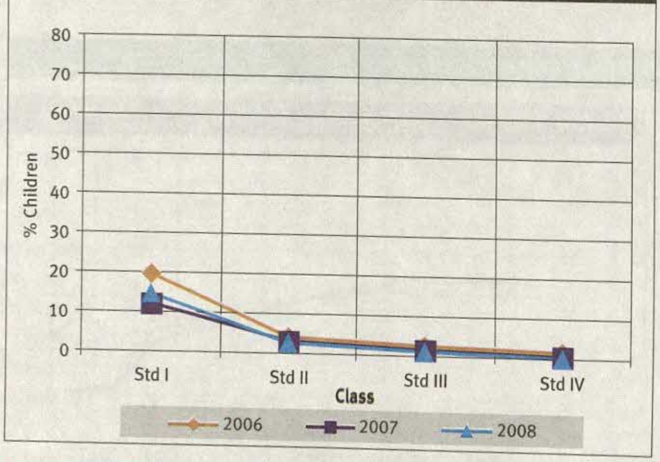
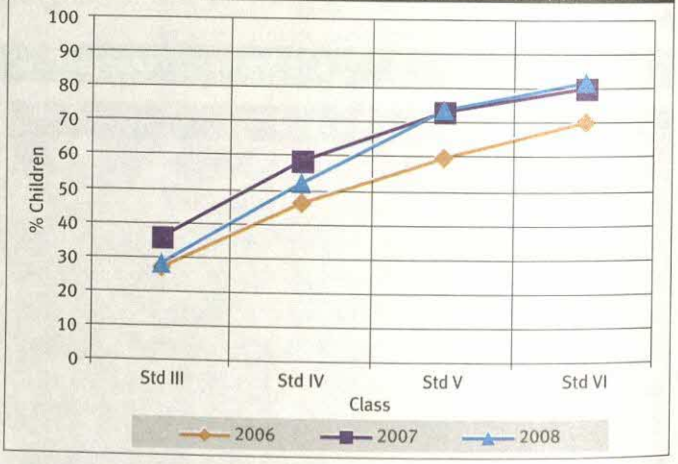


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

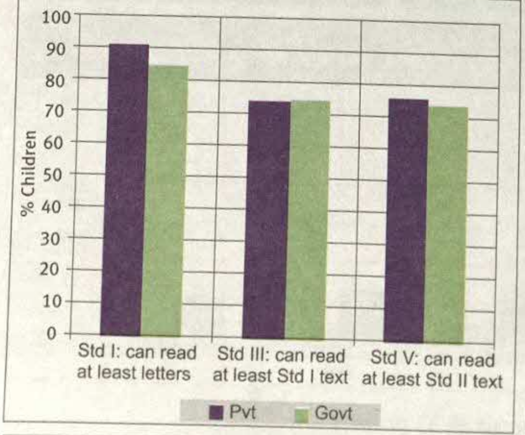
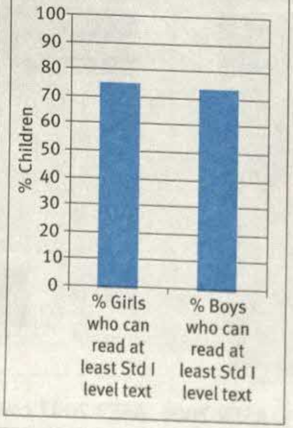


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



MAHARASHTRA *RURAL*

ARITHMETIC LEVEL

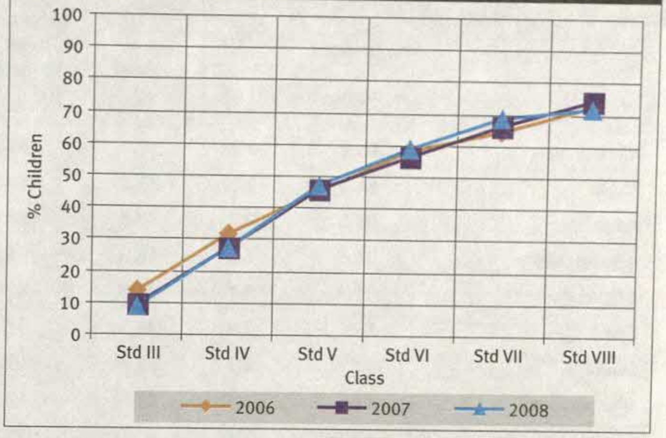
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	16.1	65.8	13.9	2.6	1.5	100
II	3.4	34.3	46.2	14.3	1.8	100
III	1.8	11.3	37.8	40.3	8.8	100
IV	0.9	6.1	25.0	40.5	27.5	100
V	0.4	2.9	14.2	35.4	47.1	100
VI	0.3	1.9	12.5	27.6	57.7	100
VII	0.4	1.7	10.0	21.2	66.9	100
VIII	0.3	1.0	8.1	18.5	72.2	100
TOTAL	3.1	16.4	21.5	25.3	33.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



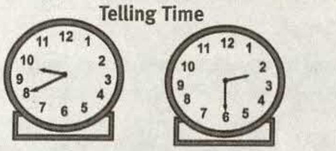
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

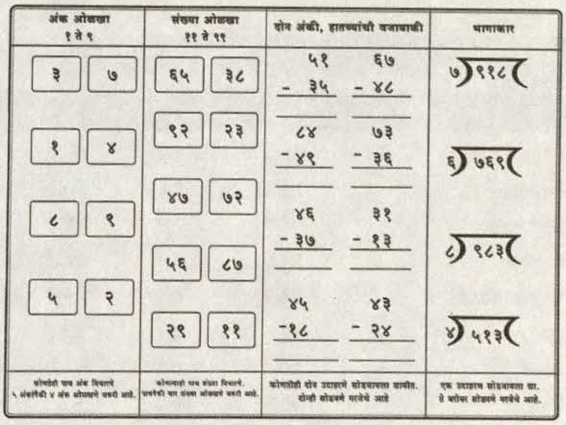
Std.	Tell time	Do currency tasks
I	7.3	16.6
II	19.7	40.1
III	44.4	67.6
IV	61.5	82.4
V	77.1	91.2
VI	81.3	93.2
VII	87.5	94.6
VIII	90.7	96.1
TOTAL	57.1	71.5

TESTING TOOL

Telling Time



Currency Tasks



अंक ओळखा १ ते ९	संख्या ओळखा ११ ते ९९	दोन अंकी, हातच्यांची वजाबाकी	भागाकार
३ ७	६५ ३८	५१ − ३५ ६७ − ४८	७)११८(
१ ४	९२ २३	८४ − ४९ ७३ − ३६	६)७६९(
८ ९	४७ ७२	४६ − ३७ ३१ − १३	८)९८३(
५ २	५६ ८७	४५ − १८ ४३ − २४	४)५१३(
	२९ ११		

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

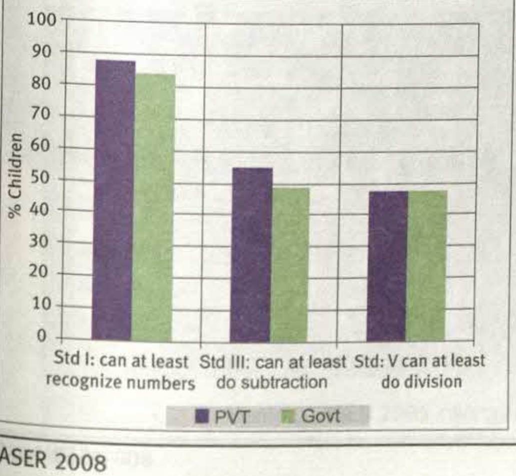
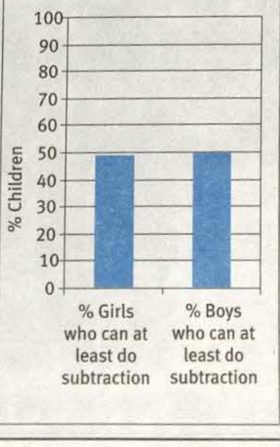


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



MAHARASHTRA *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Ahmednagar	95.7	0.9	35.3	83.2	82.1	92.4	82.2	61.0	83.0
Akola	84.5	2.5	35.0	81.1	78.6	71.0	46.2	44.5	72.5
Amravati	95.3	0.3	38.0	77.6	75.4	69.2	32.6	29.4	51.3
Aurangabad	96.5	1.3	18.3	95.6	87.8	77.4	48.5	59.1	79.2
Bhandara	90.0	0.5	32.5	89.4	89.4	94.3	73.6	70.2	90.7
Beed	89.1	0.8	28.7	97.1	98.1	91.7	84.4	89.4	90.0
Buldana	98.8	0.7	29.3	99.4	98.3	98.3	97.2	94.4	97.2
Chandrapur	96.0	1.6	17.2	86.1	87.8	72.8	49.8	47.3	70.8
Dhule	91.0	1.4	33.0	98.1	94.8	70.7	37.1	50.1	69.5
Gadchiroli	89.0	8.1	22.8	79.9	78.5	68.1	39.8	41.3	72.5
Gondia	97.7	0.2	22.1	95.1	95.8	91.3	54.4	43.2	66.5
Hingoli	96.4	2.5	16.8	91.1	91.9	84.8	59.3	69.9	81.1
Jalgaon	99.3	1.2	16.9	99.4	98.7	94.7	49.8	79.5	82.0
Jalna	91.6	0.8	21.7	94.7	93.9	96.0	95.3	94.6	97.7
Kolhapur	87.1	1.4	26.7	91.6	90.9	82.6	62.3	57.5	71.4
Latur	96.1	2.6	29.6	89.5	89.9	78.5	65.5	57.3	71.5
Nagpur	95.4	1.0	49.3	86.4	86.4	79.9	58.9	38.8	75.6
Nanded	95.2	1.6	20.0	83.2	84.3	78.2	54.9	48.4	79.9
Nandurbar	97.9	7.9	25.2	82.1	83.4	70.4	50.9	47.6	66.8
Nashik	93.9	1.9	14.3	82.4	81.5	79.7	55.2	45.8	79.1
Osmanabad	98.5	0.0	29.8	91.0	92.3	93.9	69.1	65.2	80.3
Parbhani	84.8	4.7	22.7	93.3	91.4	79.4	60.7	63.4	80.7
Pune	89.3	0.9	16.8	95.5	94.4	89.0	66.2	55.3	82.0
Raigad	95.8	0.1	32.1	97.1	97.1	93.7	96.7	94.9	94.3
Ratnagiri	94.8	0.4	8.2	94.7	94.1	85.6	83.2	70.1	82.0
Sangli	85.7	0.4	39.6	99.4	96.6	87.2	66.1	56.6	85.0
Satara	86.2	1.0	33.7	99.1	98.1	95.2	85.5	58.0	88.4
Sindhudurg	85.0	0.3	4.5	97.8	97.8	98.8	88.2	77.3	84.7
Solapur	95.8	0.8	32.1	95.1	94.4	90.8	66.3	46.5	81.2
Thane	98.6	2.8	23.1	98.3	93.8	92.5	87.5	82.4	84.2
Wardha	95.1	0.0	36.8	89.6	91.2	69.8	41.2	50.3	67.6
Washim	85.8	1.5	30.4	83.3	85.9	77.6	42.8	41.9	71.0
Yavatmal	90.0	3.7	20.2	77.4	75.9	73.7	56.1	42.9	79.2
Total	93.6	1.5	25.9	91.1	90.1	85.3	66.4	60.9	80.3

MANIPUR *RURAL*

ALL ANALYSIS BASED ON DATA FROM 9 OUT OF 9 DISTRICTS

ENROLLMENT

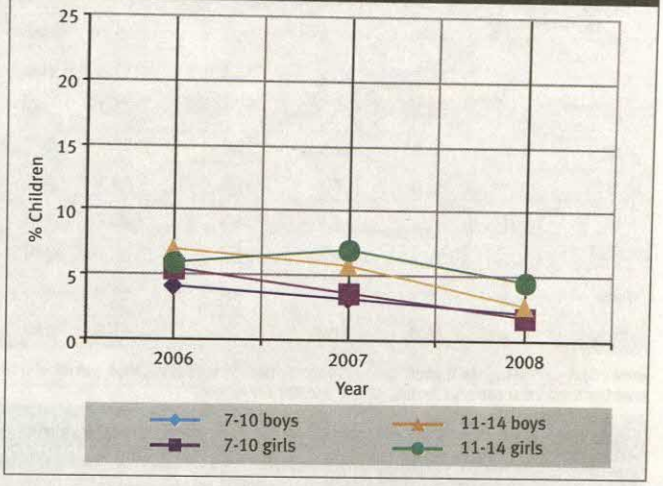
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	33.2	63.7	0.4	2.6	100
AGE: 7-16 ALL	32.9	62.5	0.4	4.2	100
AGE: 7-10 ALL	34.0	63.7	0.4	2.0	100
AGE: 7-10 BOYS	33.8	63.5	0.6	2.1	100
AGE: 7-10 GIRLS	34.4	63.6	0.2	1.9	100
AGE: 11-14 ALL	32.4	63.6	0.4	3.6	100
AGE: 11-14 BOYS	29.4	67.3	0.6	2.7	100
AGE: 11-14 GIRLS	35.5	59.6	0.3	4.6	100
AGE: 15-16 ALL	30.9	54.9	0.4	13.8	100
AGE: 15-16 BOYS	28.1	58.2	0.8	12.9	100
AGE: 15-16 GIRLS	33.9	52.0	0.1	14.0	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

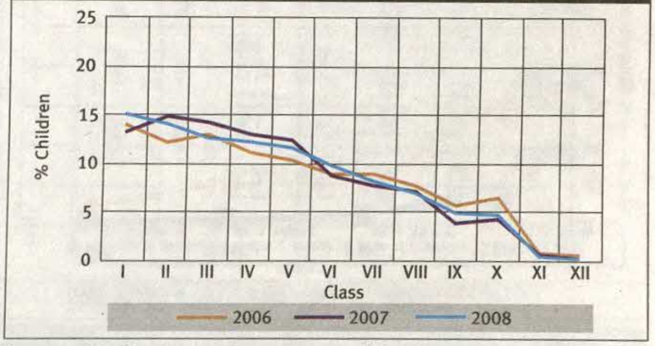
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	8.3	31.5	30.2	16.8	5.5	7.8							100
Std II	1.5	9.9	18.6	36.9	15.0	10.9	7.3						100
Std III	3.9		8.8	22.4	22.8	23.3	7.9	6.6	4.4				100
Std IV	4.2			8.1	13.7	32.9	17.2	11.9	8.0	4.2			100
Std V	1.4			5.1	6.8	25.4	20.6	18.4	11.2	7.1	4.0		100
Std VI	1.5				3.2	11.9	17.2	28.9	19.9	10.3	7.1		100
Std VII				2.6	4.5	6.2	28.3	28.0	16.6	10.4	3.5		100
Std VIII	5.0							14.1	26.5	30.1	15.9	8.5	100

How to read the table: In Std III, 68.5% (22.4+22.8+23.3) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 12.7% children in Std III in the ASER sample.

YOUNG CHILDREN

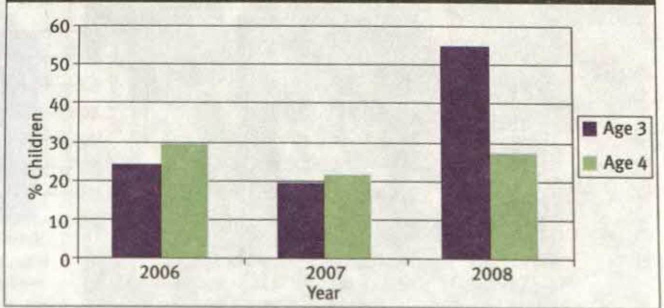
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	45.4				54.6	100
AGE: 4 ALL	73.0				27.0	100
AGE: 5 ALL	53.9	11.2	21.3	0.3	13.4	100
AGE: 6 ALL	18.2	25.3	49.3	0.5	6.7	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Manipur, ASER 2005 covered 3 districts. ASER 2006 covered 8 districts. ASER 2007 covered all 9 districts.

MANIPUR *RURAL*

READING LEVEL

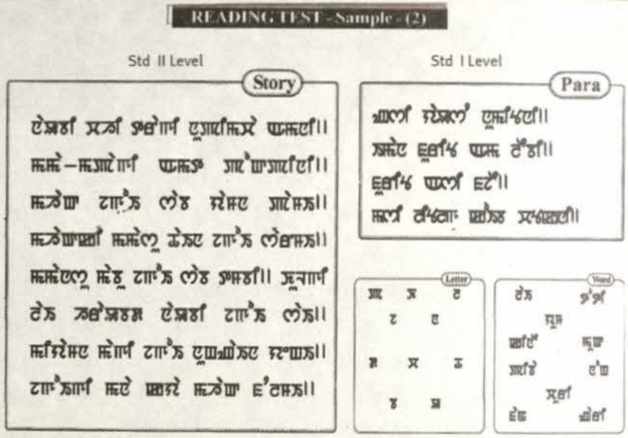
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	5.4	36.9	40.3	15.2	2.2	100
II	1.1	17.1	32.9	35.2	13.8	100
III	0.3	10.2	18.7	37.6	33.2	100
IV	0.4	5.3	12.0	28.2	54.1	100
V	0.2	3.0	8.1	19.3	69.5	100
VI	0.0	1.2	3.9	16.3	78.7	100
VII	0.5	1.1	3.6	12.6	82.2	100
VIII	0.0	0.3	1.6	8.1	90.0	100
TOTAL	1.3	11.8	18.3	23.3	45.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL


READING TEST - Sample - (2)
Std II Level
Story
Std I Level
Para
Letter
Word

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

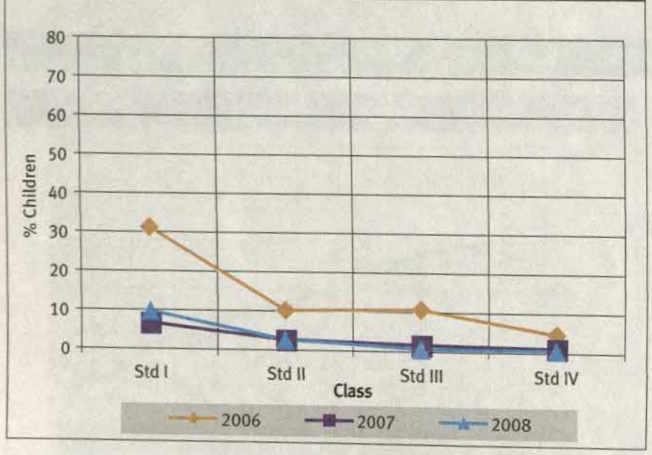
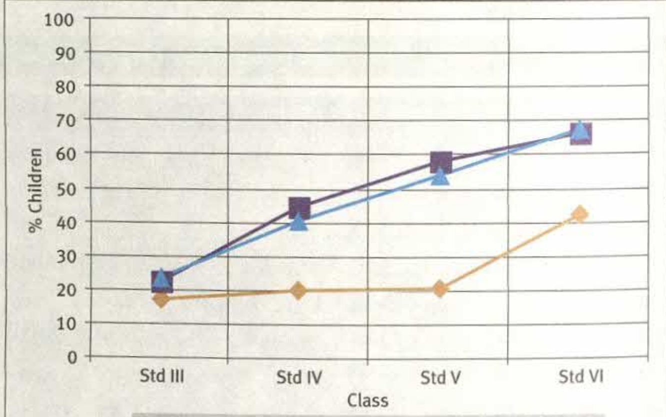


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

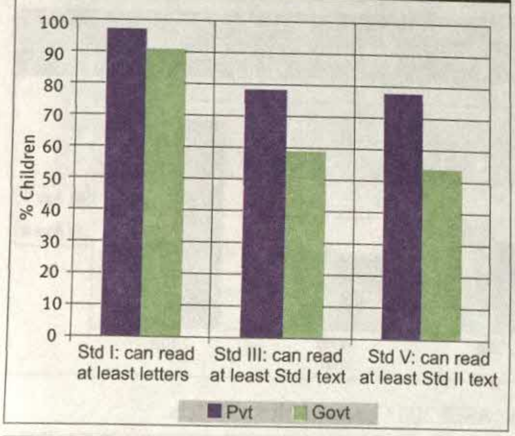
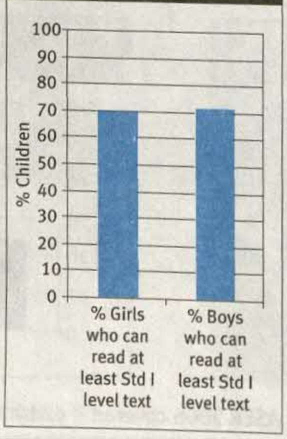


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ASER 2008 MANIPUR
ANNUAL STATUS OF EDUCATION REPORT

MANIPUR *RURAL*

ARITHMETIC LEVEL

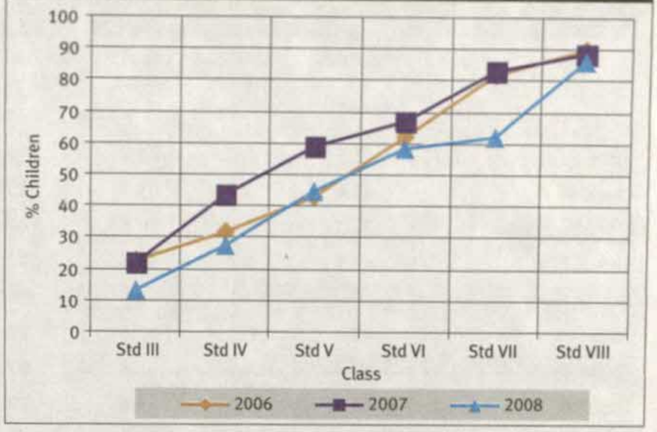
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	3.2	21.9	64.4	9.6	0.9	100
II	0.8	9.0	49.4	35.7	5.1	100
III	0.1	4.7	27.6	50.1	17.5	100
IV	0.0	2.4	14.4	41.5	41.7	100
V	0.2	1.5	7.4	31.1	59.7	100
VI	0.2	0.8	3.4	24.1	71.5	100
VII	0.5	0.3	3.3	16.9	79.0	100
VIII	0.0	0.3	0.6	9.8	89.4	100
TOTAL	0.8	6.5	26.3	28.8	37.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



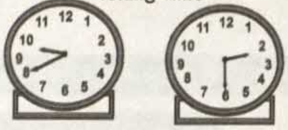
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

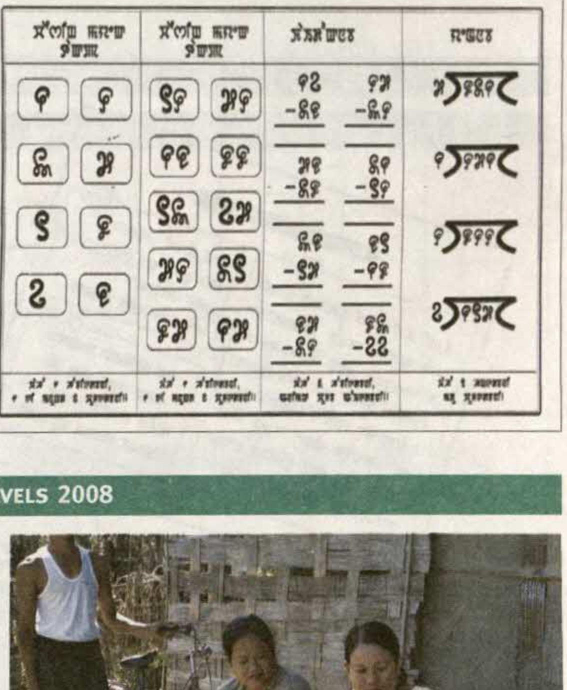
Std.	Tell time	Do currency tasks
I	8.0	41.3
II	28.5	69.1
III	46.1	84.8
IV	67.3	94.5
V	78.3	95.3
VI	83.3	97.6
VII	90.6	98.8
VIII	94.2	99.2
TOTAL	55.2	81.2

TESTING TOOL

Telling Time



Currency Tasks



COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

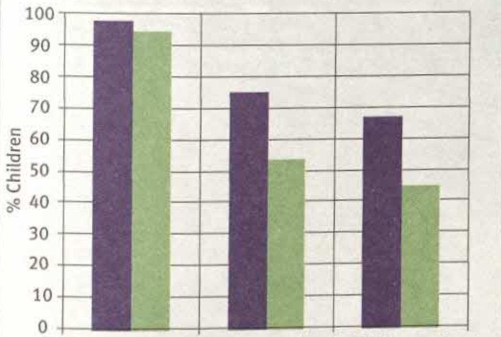
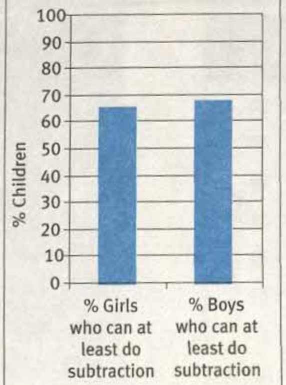


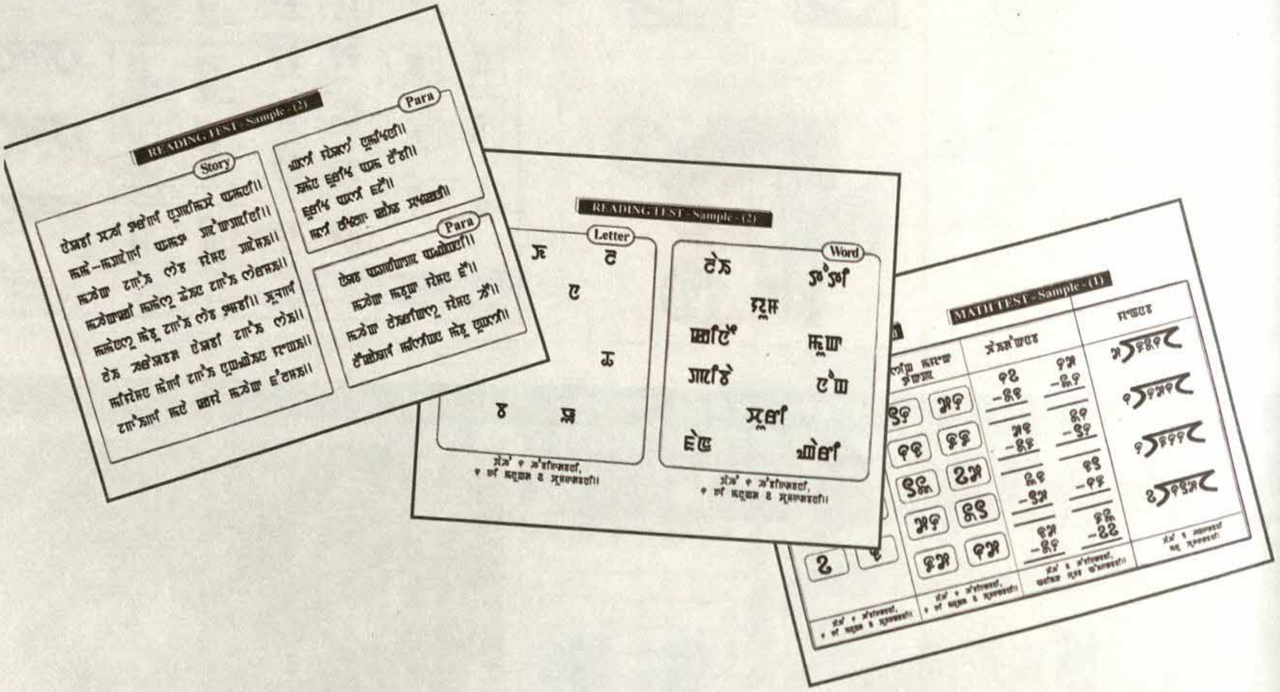
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



MANIPUR *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Bishnupur	63.3	3.7	71.4	93.8	95.4	77.6	77.5	50.7	91.2
Chandel	43.4	4.1	63.3	98.6	99.1	88.9	81.8	69.0	92.9
Churachandpur	37.7	4.1	80.3	100.0	100.0	92.2	93.5	69.0	91.8
Imphal East	63.1	1.2	63.5	93.0	94.8	73.5	68.1	69.3	93.7
Imphal West	97.5	0.7	73.5	99.0	99.0	91.5	91.9	66.3	95.0
Senapati	45.4	6.2	47.8	99.0	99.0	90.6	84.9	77.4	90.2
Tamenglong	53.4	4.7	65.5	97.0	97.2	68.0	63.9	46.4	86.5
Thoubal	69.4	0.5	49.4	91.8	98.2	60.9	69.6	49.8	84.3
Ukhrul	89.6	1.3	59.9	99.4	99.7	84.2	88.1	66.7	96.3
Total	59.7	2.6	63.7	96.7	98.0	80.3	80.2	63.3	91.3


READING TEST - Sample - (2)
Story
Para
Para
READING TEST - Sample - (2)
Letter
Word
MATH TEST - Sample - (1)

MEGHALAYA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 7 OUT OF 7 DISTRICTS

Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

ENROLLMENT

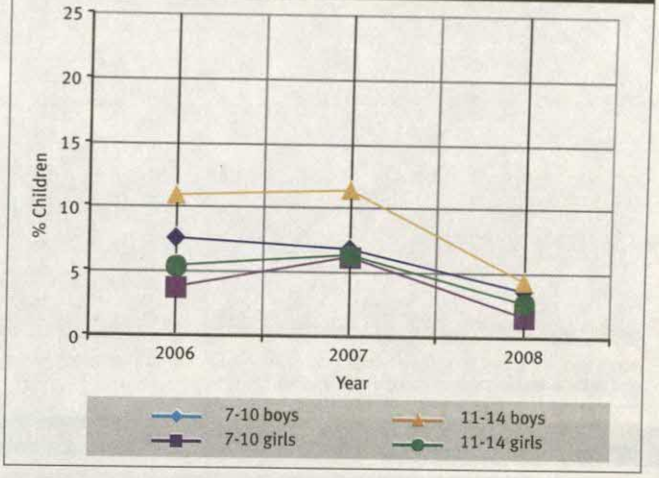
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6-14 ALL	51.2	45.6	0.1	3.1	100
AGE: 7-16 ALL	48.1	47.5	0.1	4.4	100
AGE: 7-10 ALL	55.3	42.0	0.0	2.7	100
AGE: 7-10 BOYS	55.6	40.6	0.1	3.7	100
AGE: 7-10 GIRLS	55.5	42.9	0.0	1.6	100
AGE: 11-14 ALL	45.2	51.2	0.1	3.6	100
AGE: 11-14 BOYS	45.1	50.4	0.1	4.4	100
AGE: 11-14 GIRLS	45.8	51.5	0.1	2.7	100
AGE: 15-16 ALL	36.3	52.3	0.1	11.4	100
AGE: 15-16 BOYS	33.7	54.5	0.0	11.8	100
AGE: 15-16 GIRLS	39.5	49.8	0.2	10.5	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

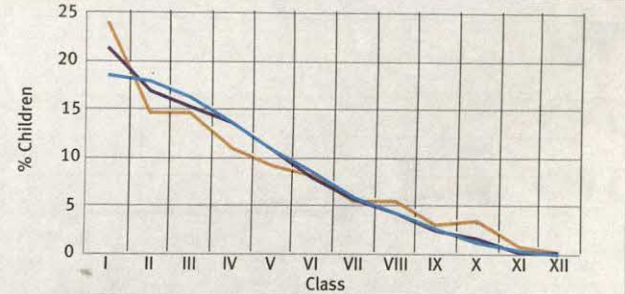
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	8.1	22.1	19.4	21.4	9.5	7.9	3.1	8.5					100
Std II	1.9	6.4	13.6	23.8	14.1	19.6	6.8	6.5	7.2				100
Std III	1.4		3.6	13.2	10.5	25.3	14.0	17.2	8.1	6.7			100
Std IV	2.6			5.2	7.7	18.4	13.4	21.3	14.4	11.0	6.1		100
Std V	4.1					14.6	10.4	21.1	20.9	15.9	7.7	5.2	100
Std VI	1.9					3.0	10.6	19.5	17.0	27.5	13.7	6.8	100
Std VII	5.1							11.6	17.8	20.2	27.1	18.2	100
Std VIII	4.1								11.2	25.4	26.4	33.0	100

How to read the table: In Std III, 49% (13.2+10.5+25.3) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 16.3% children in Std III in the ASER sample.

YOUNG CHILDREN

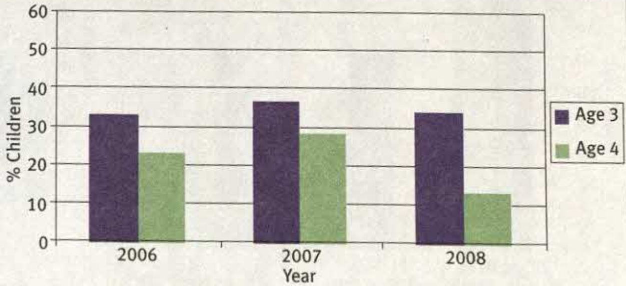
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	65.5				34.5	100
AGE: 4 ALL	86.5				13.5	100
AGE: 5 ALL	55.3	22.5	14.0	0.0	8.2	100
AGE: 6 ALL	33.7	38.6	22.6	0.0	5.1	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Meghalaya, ASER 2005 covered 2 districts. ASER 2006 covered 5 districts. ASER 2007 covered all 7 districts.

MEGHALAYA *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	15.2	45.8	30.9	6.2	1.9	100
II	4.3	28.3	42.2	19.8	5.4	100
III	0.9	11.9	34.9	29.5	22.8	100
IV	0.5	7.2	22.5	27.6	42.2	100
V	0.0	3.5	11.6	27.4	57.6	100
VI	0.4	2.6	8.9	16.3	71.8	100
VII	0.0	1.4	3.1	13.9	81.6	100
VIII	0.0	0.4	2.9	17.6	79.0	100
TOTAL	3.9	17.7	25.4	20.1	32.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

Reading Test (2)

Std II Level

Story

Ka Dora ka long ka khynnah ba rit.Ka don I khun Myriew.Ka sngewtynnad ban leh kai bad i.La don ha kawei ka sngi I hap na kti bad I lah pra. lyngkhot lyngkhai.Ka Dora ka lah sngewsih.

Bad Ka lah iam. Ka kmie ka sa ai da I wei pat i Khun mynriew.Te ka Dora ka la kmen biang.

Std I Level

Para

U sing u dei u syiem ki mrad.
U sah sha khlaw.
Lah ban shem kynrei ia u sing ha khlaw Africa.
U sing u bam ia ki mrad ba u pyniap.

word

e c
q
t k
s n
y
x m

letter

shamoit jain
sla
um khmut
khmat kti
kjat
phan khaw

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

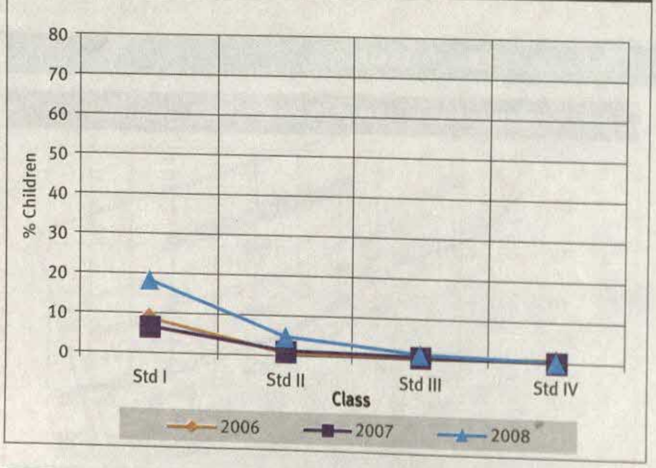
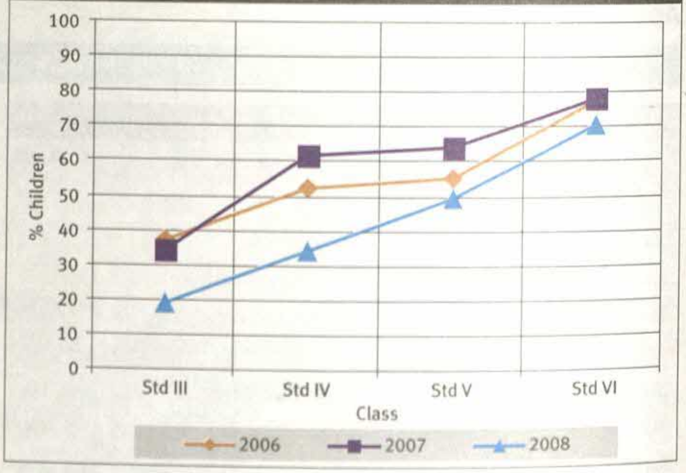


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

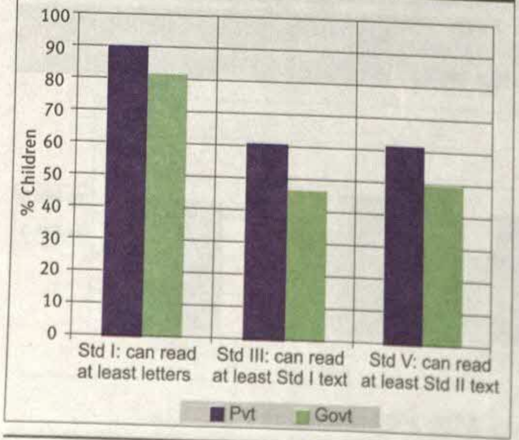
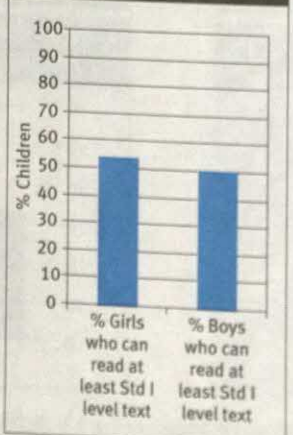


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



MEGHALAYA *RURAL*

ARITHMETIC LEVEL

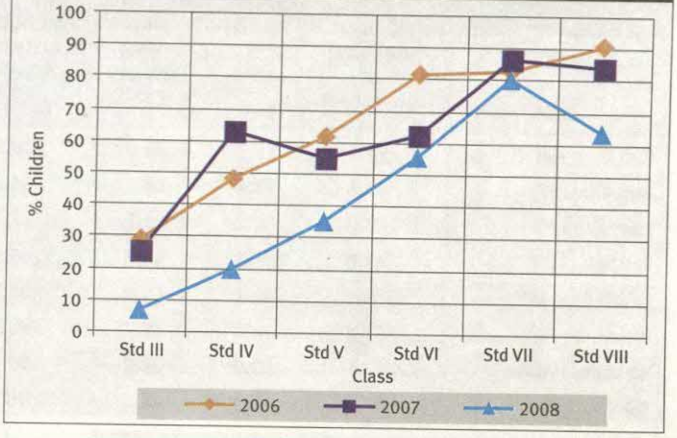
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	11.6	38.2	45.0	5.1	0.1	100
II	3.1	20.4	56.0	19.0	1.5	100
III	0.7	7.5	42.7	41.5	7.7	100
IV	0.6	5.0	26.0	43.3	25.0	100
V	0.0	2.0	14.5	45.6	38.0	100
VI	0.5	2.3	10.1	31.0	56.1	100
VII	0.0	2.0	3.8	19.3	75.0	100
VIII	0.0	0.0	6.2	23.0	70.8	100
TOTAL	3.0	13.6	33.1	28.0	22.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



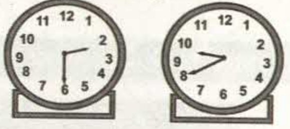
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	3.8	19.2
II	14.1	39.8
III	43.0	70.4
IV	55.8	77.9
V	71.1	85.6
VI	78.8	86.0
VII	87.5	91.5
VIII	85.6	88.1
TOTAL	43.1	61.3

TESTING TOOL

Telling Time



Currency Tasks

ONGKOKO MA-SIANI 1 - 9	ONGKOKO MA-SIANI 11 - 99	CHANGALANI	SUALANI
4 9	65 70	63 - 56 72 - 45	3) 331 (
7 5	36 54	44 - 29 84 -35	7) 758 (
2 6	12 90	41 - 15 32 - 15	5) 865 (
3 8	75 47	56 - 18 86 - 49	9) 658 (
	10 88		
Ming 5 sing aon,i ming 4 ong-na nanggen.	Ming 5 sing-aoni, ming 4 ong-na nanggen.	Ming 2 sing-aoni, gimikan ong-na nanggen.	Ming 1 sing ani, jean ong-na nanggen.

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

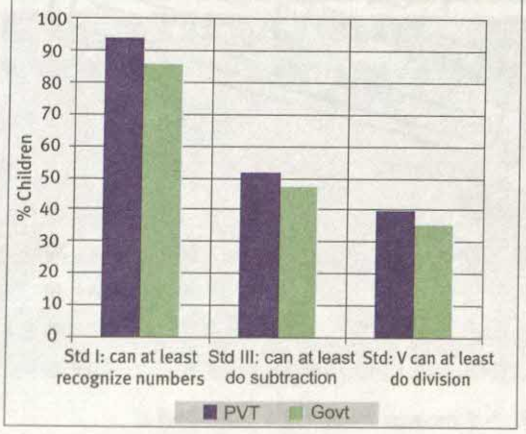
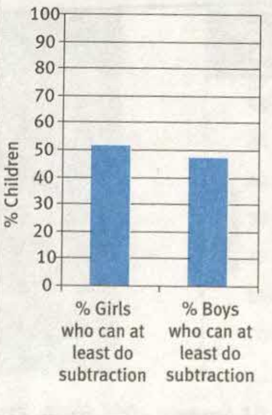
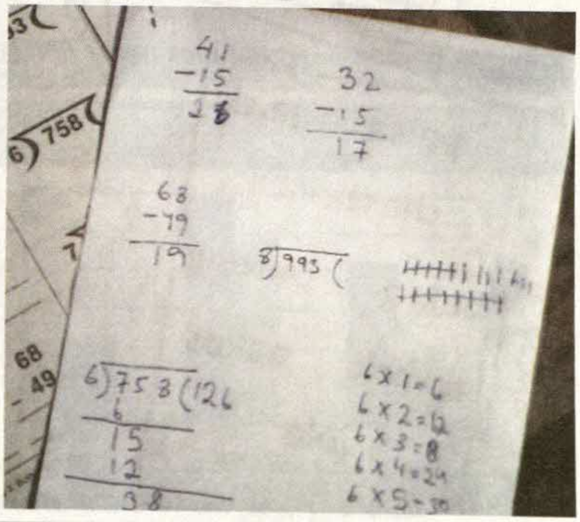


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III

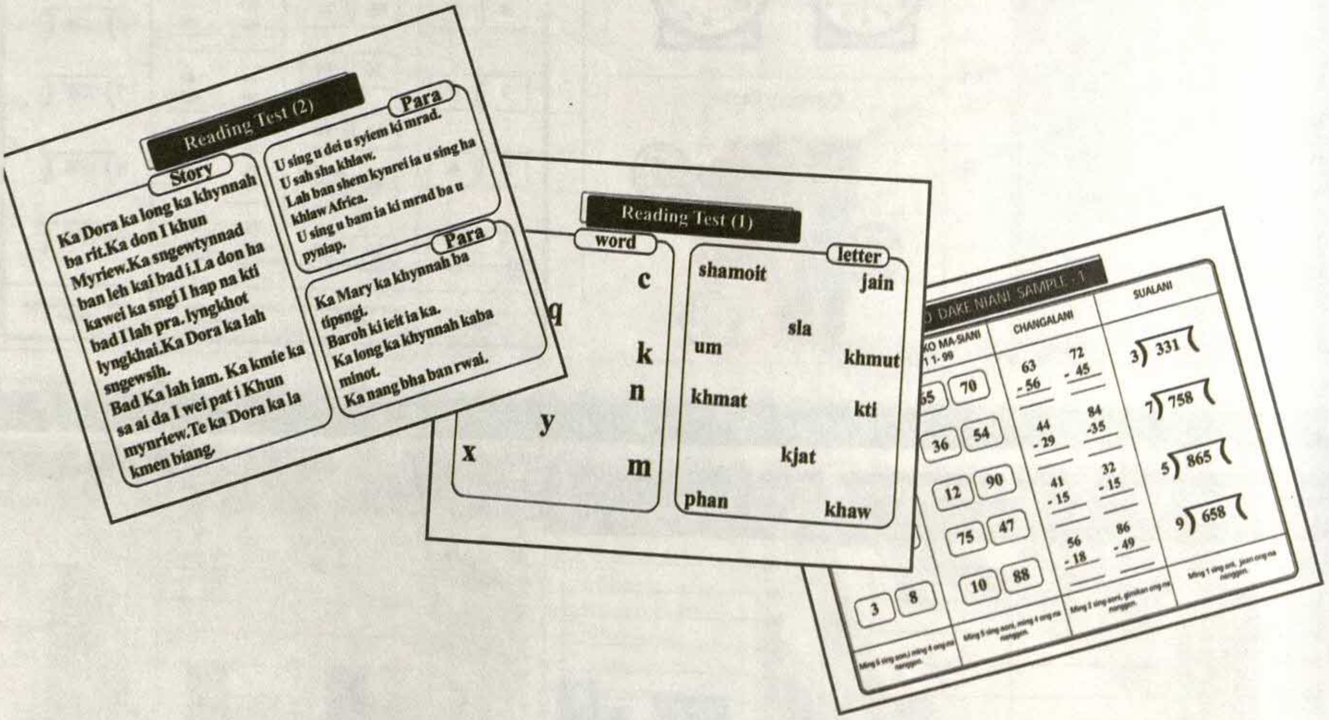




MEGHALAYA *RURAL*

PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
East Garo Hill	58.3	6.3	29.0	99.5	99.1	62.3	60.1	48.2	74.3
East Khasi Hill	83.6	2.4	68.9	86.7	90.9	83.3	62.8	49.8	81.4
Jaintia Hill	100.0	0.2	41.1	92.1	95.1	62.7	75.1	58.0	69.4
Ri Bhoi	83.8	5.3	40.7	69.6	74.9	68.6	64.7	49.8	75.9
South Garo Hill	69.8	2.9	41.1	95.7	95.4	61.8	58.1	57.8	79.7
West Garo Hill	62.8	8.1	42.7	86.1	89.9	56.8	57.5	48.6	82.5
West Khasi Hill	97.8	0.0	38.8	99.5	98.3	68.9	62.5	62.9	78.0
Total	77.2	3.1	45.6	90.3	92.7	66.6	64.5	54.7	76.9



Reading Test (2)

Story

Ka Dora ka long ka khynnah ba rit.Ka don I khun Myriew.Ka sngewtynnad ban leh kai bad i.La don ha kawei ka sngi I hap na kti bad I lah pra. lyngkhot lyngkhai.Ka Dora ka lah sngewsih.
Bad Ka lah iam. Ka kmie ka sa ai da I wei pat i Khun mynriew.Te ka Dora ka la kmen biang.

Para

U sing u dei u syiem ki mrad.
U sah sha khlaw.
Lah ban shem kynrei ia u sing ha khlaw Africa.
U sing u bam ia ki mrad ba u pyniap.

Para

Ka Mary ka khynnah ba tipsngi.
Baroh ki ieit ia ka.
Ka long ka khynnah kaba minot.
Ka nang bha ban rwai.

Reading Test (1)

word

c
q
k
n
y
x
m

letter

shamoit
jain
sla
um
khmut
khmat
kti
kjat
phan
khaw

O DAKE NIANI SAMPLE - 1

KO MA-SIANI
1 1-99

65 70
36 54
12 90
75 47
3 8
10 88

CHANGALANI

63 - 56	72 - 45
44 - 29	84 -35
41 - 15	32 - 15
56 - 18	86 - 49

SUALANI

3) 331 (
7) 758 (
5) 865 (
9) 658 (

NAGALAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM 10 OUT OF 11 DISTRICTS

ENROLLMENT

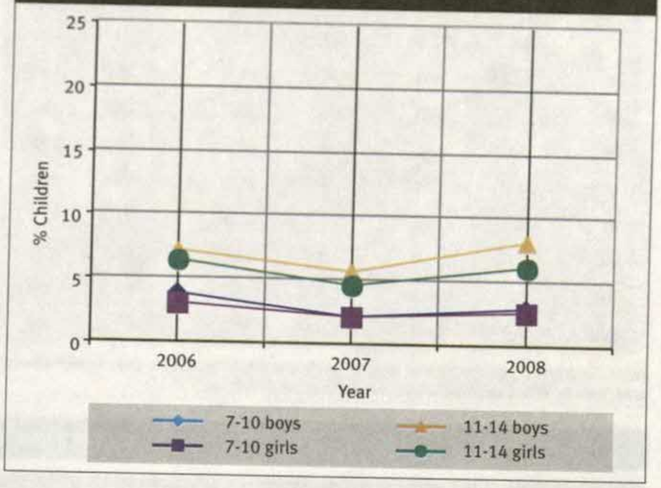
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	53.7	41.6	0.1	4.5	100
AGE: 7-16 ALL	52.6	40.3	0.1	7.1	100
AGE: 7-10 ALL	54.3	42.8	0.1	2.7	100
AGE: 7-10 BOYS	52.0	45.0	0.1	2.9	100
AGE: 7-10 GIRLS	56.9	40.3	0.2	2.5	100
AGE: 11-14 ALL	53.6	39.1	0.1	7.2	100
AGE: 11-14 BOYS	51.8	40.0	0.0	8.1	100
AGE: 11-14 GIRLS	55.7	38.1	0.1	6.1	100
AGE: 15-16 ALL	43.9	35.6	0.0	20.6	100
AGE: 15-16 BOYS	41.1	35.1	0.0	23.8	100
AGE: 15-16 GIRLS	47.2	36.1	0.0	16.7	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

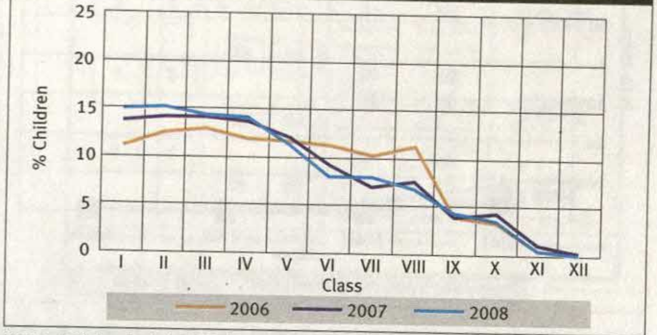
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	8.0	38.9	31.0	12.1	10.0								100
Std II	0.6	8.8	30.4	26.6	17.1	8.9	7.6						100
Std III	1.0		8.1	27.6	24.1	17.5	9.5	6.6	5.7				100
Std IV	1.6			9.1	20.8	26.5	14.3	13.9	7.1	6.6			100
Std V	1.9				7.0	25.1	24.1	20.2	11.0	5.6	5.1		100
Std VI	1.9					7.3	22.8	28.7	20.5	12.3	6.6		100
Std VII	7.5							22.6	32.3	22.8	11.0	3.9	100
Std VIII	4.8								24.4	39.5	19.0	12.5	100

How to read the table: In Std III, 69.2% (27.6+24.1+17.5) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 14.3% children in Std III in the ASER sample.

YOUNG CHILDREN

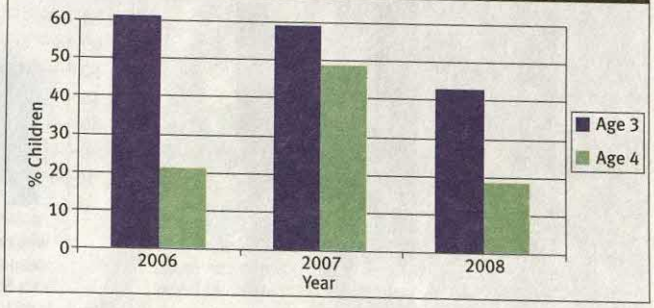
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	57.0				43.0	100
AGE: 4 ALL	81.9				18.1	100
AGE: 5 ALL	77.3	7.7	6.5	0.0	8.6	100
AGE: 6 ALL	34.6	32.0	30.4	0.4	2.7	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Nagaland, ASER 2005 covered 2 districts. ASER 2006 covered 10 districts. ASER 2007 covered all 11 districts.

NAGALAND *RURAL*

READING LEVEL

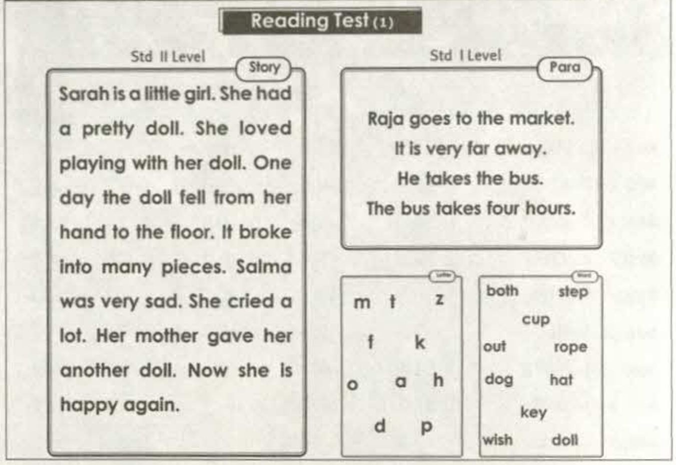
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	5.6	50.4	34.8	7.4	1.7	100
II	1.8	22.5	44.6	23.0	8.2	100
III	0.3	9.7	33.8	31.2	25.0	100
IV	0.1	3.3	20.4	30.4	45.9	100
V	0.1	2.5	11.6	26.3	59.5	100
VI	0.2	1.4	6.0	20.1	72.2	100
VII	0.0	1.0	2.0	15.5	81.5	100
VIII	0.2	0.1	1.2	5.7	92.9	100
TOTAL	1.3	14.4	23.6	21.2	39.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



Reading Test (1)

Std II Level — Story

Sarah is a little girl. She had a pretty doll. She loved playing with her doll. One day the doll fell from her hand to the floor. It broke into many pieces. Salma was very sad. She cried a lot. Her mother gave her another doll. Now she is happy again.

Std I Level — Para

Raja goes to the market.
It is very far away.
He takes the bus.
The bus takes four hours.

m t z
f k
o a h
d p

both step
cup
out rope
dog hat
key
wish doll

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

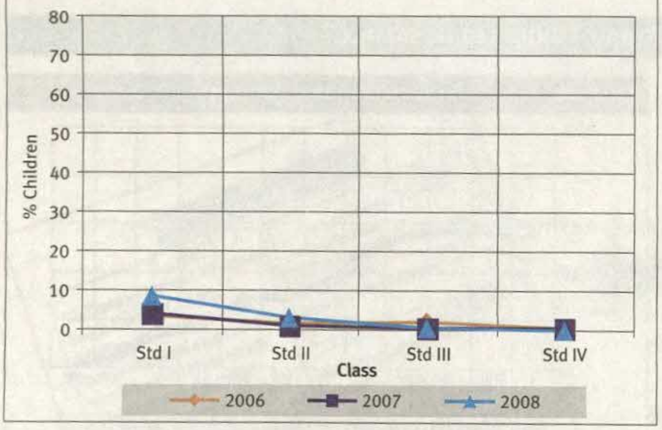
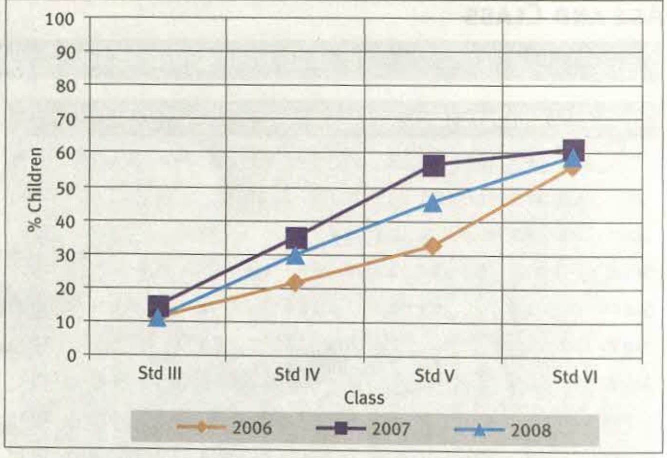


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

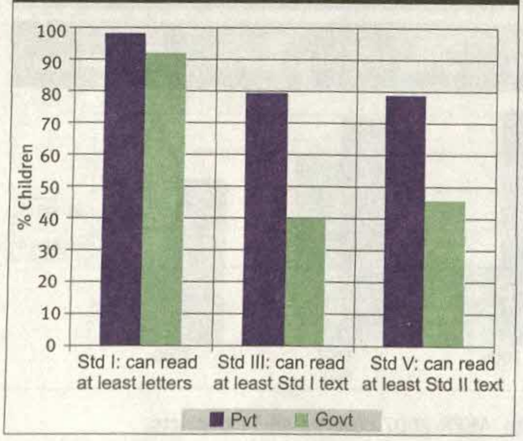
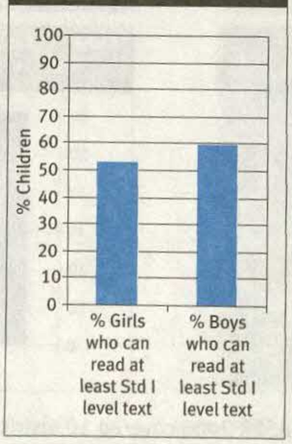


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



NAGALAND *RURAL*

ARITHMETIC LEVEL

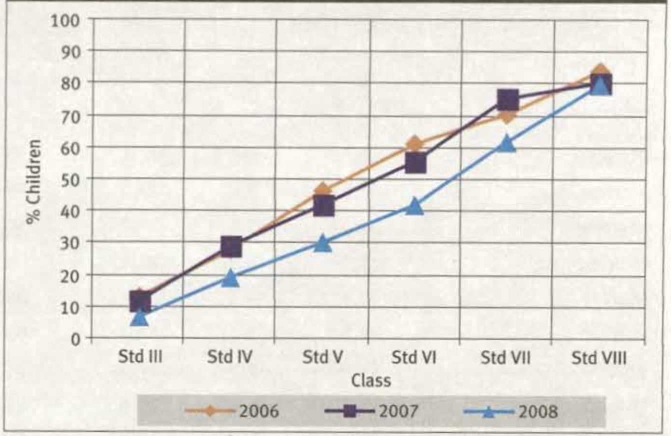
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	5.3	33.5	53.2	7.6	0.5	100
II	2.0	12.5	56.3	26.6	2.6	100
III	0.5	4.1	41.8	38.7	15.0	100
IV	0.1	1.7	24.3	41.8	32.1	100
V	0.1	1.4	17.5	37.2	43.9	100
VI	0.0	0.5	11.1	31.0	57.4	100
VII	0.0	0.1	4.4	23.7	71.8	100
VIII	0.2	0.1	3.1	10.6	86.0	100
TOTAL	1.3	8.6	31.8	28.0	30.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



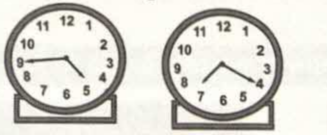
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

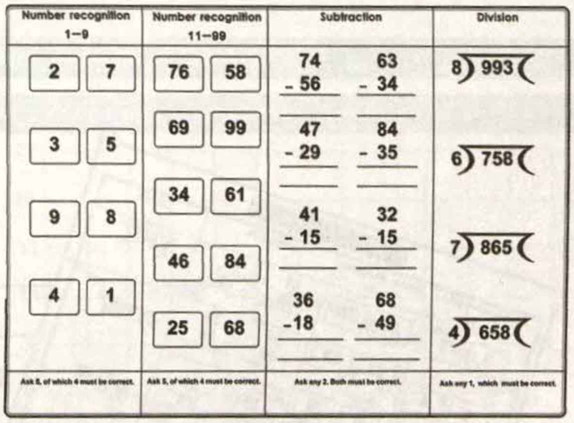
Std.	Tell time	Do currency tasks
I	13.1	27.1
II	30.8	52.5
III	53.8	74.5
IV	76.2	91.4
V	84.6	94.0
VI	91.5	96.3
VII	96.0	98.0
VIII	99.3	99.5
TOTAL	60.7	73.8

TESTING TOOL

Telling Time



Currency Tasks



Number recognition 1–9	Number recognition 11–99	Subtraction	Division
2 7 3 5 9 8 4 1	76 58 69 99 34 61 46 84 25 68	74 - 56 63 - 34 47 - 29 84 - 35 41 - 15 32 - 15 36 -18 68 - 49	8) 993 6) 758 7) 865 4) 658
Ask 5, of which 4 must be correct.	Ask 5, of which 4 must be correct.	Ask any 2. Both must be correct.	Ask any 1, which must be correct.

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

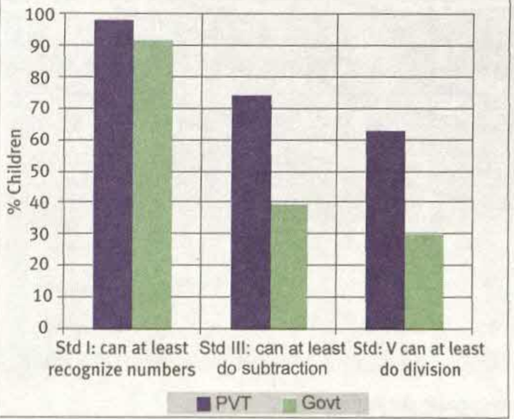
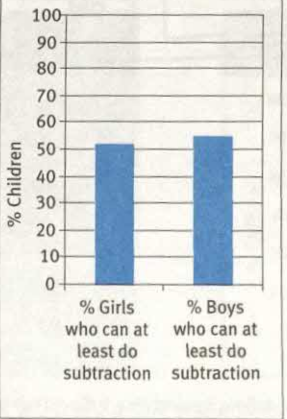
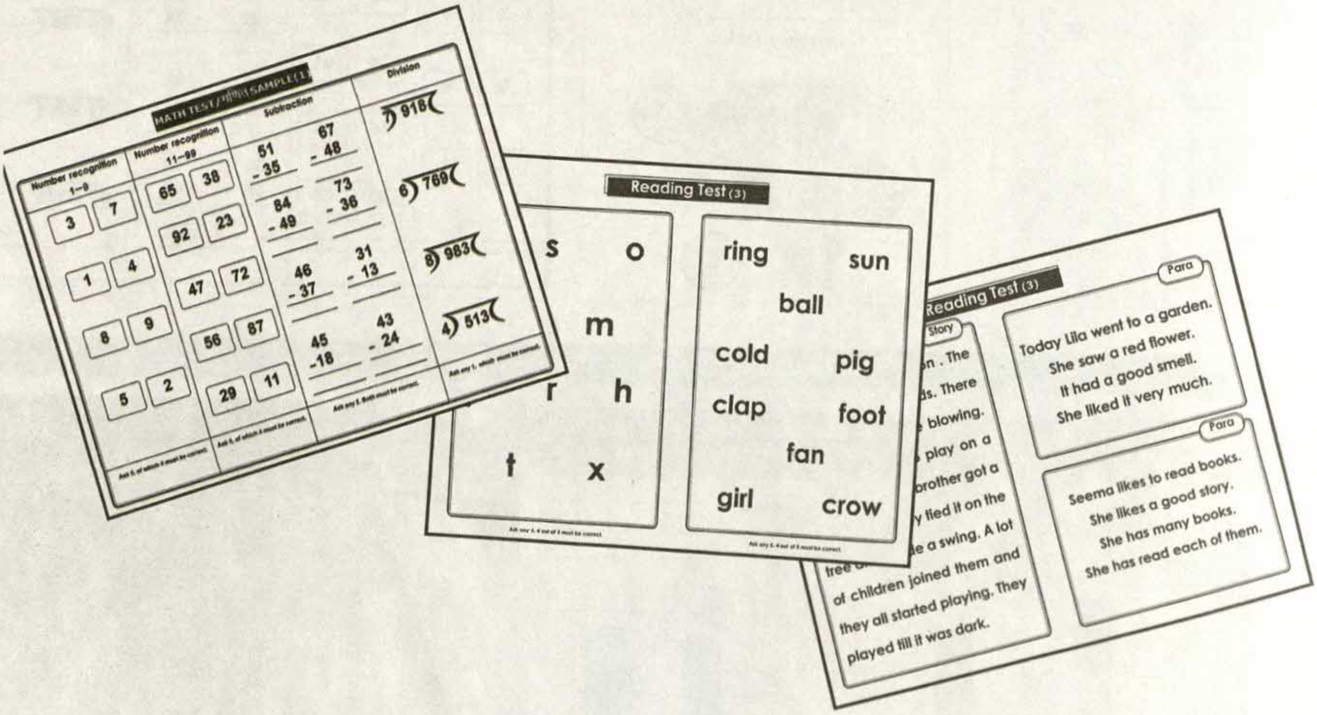


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	**OUT OF SCHOOL**	**PRIVATE SCHOOL**	**STD 1-2 : LEARNING LEVELS**		**STD 3-5 : LEARNING LEVELS**			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Dimapur	89.8	1.4	62.1	99.5	96.2	79.7	78.7	66.8	91.0
Kiphire	40.0	3.6	23.2	99.8	100.0	82.1	72.6	63.7	84.3
Logleng	90.4	19.4	25.2	97.1	97.1	25.9	24.8	54.2	49.7
Mokokchung	21.4	5.6	22.2	100.0	100.0	65.9	78.0	82.4	84.1
Mon	52.9	6.2	42.1	89.6	90.8	73.8	74.2	82.7	90.0
Peren	78.3	2.7	52.2	100.0	100.0	89.9	86.4	93.2	96.7
Phek	46.7	2.3	47.6	90.6	92.6	66.7	77.2	69.8	90.7
Tuensang	85.3	6.6	30.6	97.6	96.5	61.0	46.5	71.9	85.3
Wokha	77.9	3.8	31.4	97.7	98.8	82.1	56.2	52.7	66.5
Zunheboto	100.0	2.6	23.7	100.0	100.0	53.1	43.2	47.2	83.4
Total	70.5	4.5	41.6	96.3	96.3	71.7	68.6	70.4	86.0



Today Lila went to a garden.
She saw a red flower.
It had a good smell.
She liked it very much.

Seema likes to read books.
She likes a good story.
She has many books.
She has read each of them.

of children joined them and they all started playing. They played till it was dark.

As of January 1, 2009 data was available for 10 out of 11 districts in Nagaland. Data for remaning 1 district will be included in the final report.

ORISSA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 30 OUT OF 30 DISTRICTS

ENROLLMENT

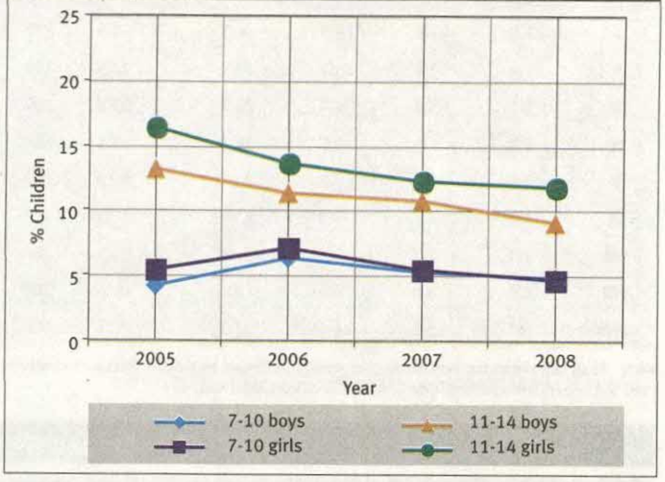
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	88.1	4.5	0.3	7.2	100
AGE: 7-16 ALL	84.0	4.7	0.3	11.1	100
AGE: 7-10 ALL	90.6	4.1	0.4	4.9	100
AGE: 7-10 BOYS	90.8	4.1	0.3	4.8	100
AGE: 7-10 GIRLS	90.8	3.9	0.5	4.8	100
AGE: 11-14 ALL	84.8	4.5	0.2	10.5	100
AGE: 11-14 BOYS	86.3	4.3	0.2	9.2	100
AGE: 11-14 GIRLS	83.1	4.8	0.2	12.0	100
AGE: 15-16 ALL	59.1	7.5	0.1	33.4	100
AGE: 15-16 BOYS	62.4	6.1	0.0	31.5	100
AGE: 15-16 GIRLS	55.5	9.1	0.1	35.3	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

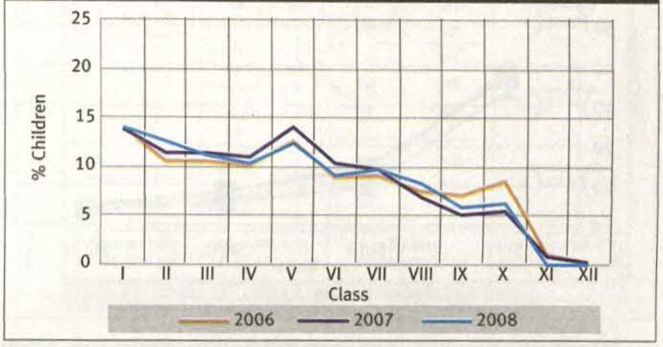
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	41.0	41.2	10.6	3.6	3.7								100
Std II	4.3	14.0	50.9	14.2	2.8	1.6	0.7	2.1	9.4				100
Std III	3.0		11.9	62.1	12.2	4.2	6.6						100
Std IV	5.6			17.6	53.1	16.1	3.5	4.1					100
Std V	6.0				7.3	57.9	15.4	7.8	2.8	2.9			100
Std VI	3.6					12.8	54.8	20.3	4.2	4.3			100
Std VII	3.1					3.3	7.8	61.9	16.6	4.7	2.6		100
Std VIII	4.8							13.0	56.5	19.9	4.1	1.7	100

How to read the table: In Std III, 78.5% (62.1+12.2+4.2) children are in age range 8 to 10

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.2% children in Std III in the ASER sample.

YOUNG CHILDREN

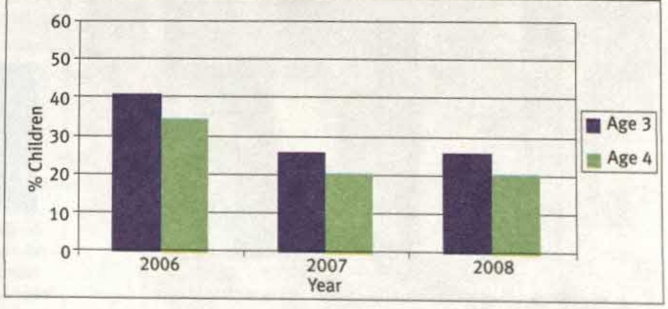
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	73.7				26.3	100
AGE: 4 ALL	79.2				20.9	100
AGE: 5 ALL	23.8	60.4	5.6	0.4	9.8	100
AGE: 6 ALL	4.7	84.2	5.9	0.3	4.9	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Orissa, ASER 2005, ASER 2006, ASER 2007 covered all 30 districts.

ORISSA *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	32.9	41.0	15.7	4.3	6.1	100
II	9.4	30.4	25.0	12.7	22.5	100
III	5.1	15.6	24.8	22.7	31.8	100
IV	3.2	8.4	16.7	26.2	45.5	100
V	2.0	6.0	10.8	21.4	59.8	100
VI	1.1	3.7	5.9	15.5	73.8	100
VII	1.1	2.7	5.1	12.4	78.7	100
VIII	0.4	1.6	2.6	7.6	87.9	100
TOTAL	8.2	15.5	14.1	15.2	47.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

ପଢ଼ିବାର କ୍ଷମତା
ଭାଷା (ଭାଗ -୧)

Std II Level

ଗପ

ପୂଜା ଓ ମାମା ଏକଦା ପୁରୀ ବୁଲି
ଗଲେ । ସେଠାରେ ବହୁତ ଲୋକ
ଜମା ହୋଇଥିଲେ । ଗହଳିରେ
ସେମାନେ ଅଲଗା ହୋଇଗଲେ ।
ମୁନା ଯାଇ ପୋଲିସ୍‌କୁ ଖବର
ଦେଲା । ଏ ଖବର ପାଇ ପୋଲିସ୍
ମାଇକ୍‌ରେ ଡାକ ପକାଇଲା । ଏହା
ଶୁଣି ମାମା ସେଠାକୁ ଆସିଲା ।
ସେମାନେ ଠାକୁର ଦେଖିଲେ ।
ଖୁସି ମନରେ ଘରକୁ ଫେରିଲେ ।

Std I Level

ସରଳ ଅନୁଚ୍ଛେଦ

ନଈକୂଳରେ କଲେ ଚାଷ ।
ଫସଲ ହୁଏ ବାର ମାସ ।
ଅଭାବ ନଥାଏ ଚାଷୀ ଭାଇର ।
ଭୋକିଲା ପେଟକୁ ମିଳେ ଆହାର ।

ନ ର ମ
ଚ ଗ
ପ ସ ଥ
ଳ ଦ

କାତ ଡାଲା
ବାହାଡ଼ା
ଠାଣି ଲୁହା
ବେଶ ଟେଙ୍କ
ପୋଟଳ
ରୂପ ସୁଧୀର

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

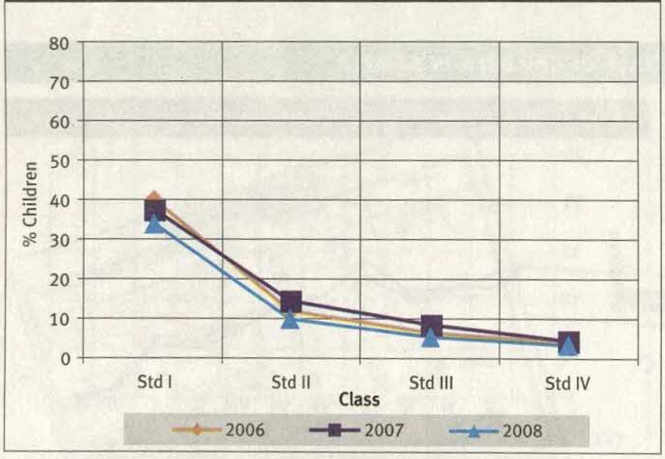
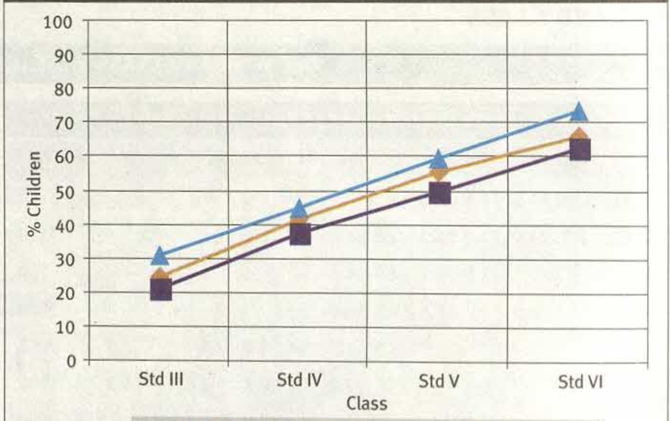


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

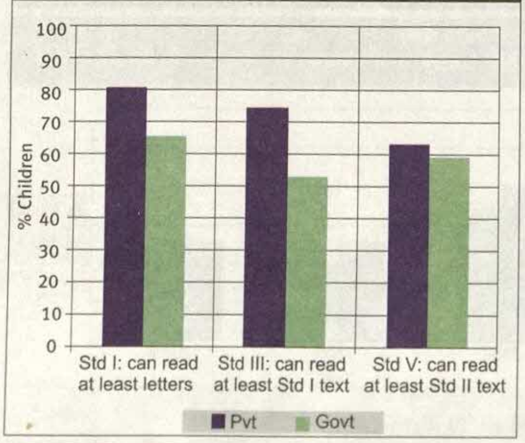
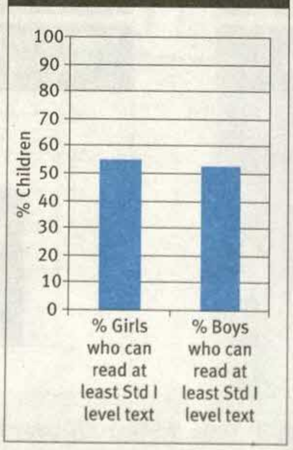


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

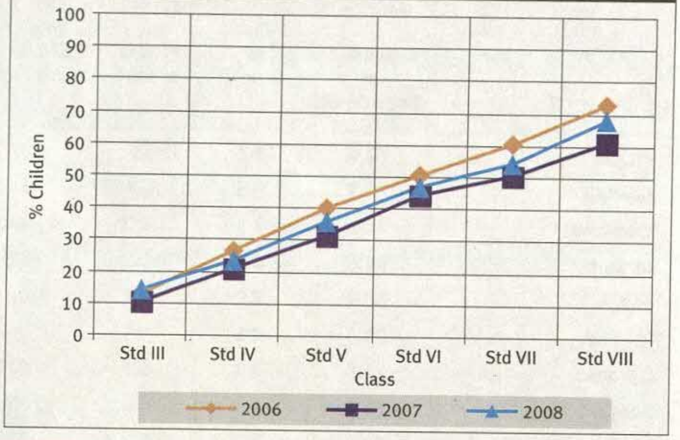
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	35.3	40.3	17.8	4.3	2.4	100
II	11.2	32.2	28.3	15.9	12.5	100
III	4.6	21.4	30.2	29.2	14.7	100
IV	3.3	12.4	26.1	34.2	24.1	100
V	2.4	9.1	19.4	33.0	36.2	100
VI	1.2	5.2	14.2	32.0	47.4	100
VII	1.2	3.4	11.3	29.4	54.6	100
VIII	0.4	2.4	7.7	22.1	67.5	100
TOTAL	8.8	17.6	20.0	24.1	29.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



TELLING TIME AND TASKS WITH CURRENCY

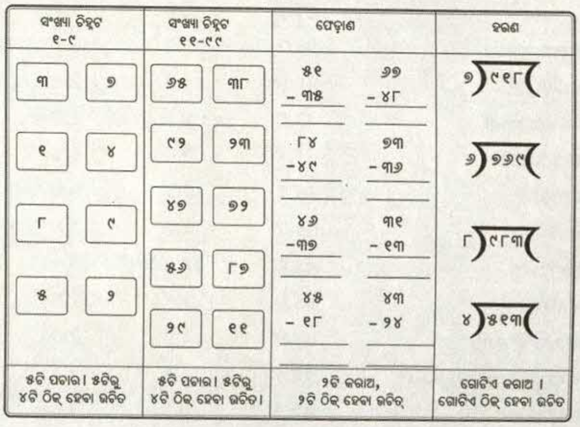
TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	9.0	20.7
II	28.2	48.2
III	39.7	62.2
IV	55.8	76.6
V	66.5	83.3
VI	77.4	90.2
VII	83.0	92.4
VIII	90.5	95.2
TOTAL	52.7	67.9

TESTING TOOL

Telling Time

Currency Tasks



ସଂଖ୍ୟା ଚିହ୍ନଟ ୧-୯		ସଂଖ୍ୟା ଚିହ୍ନଟ ୧୧-୯୯		ଫେଡ଼ାଣ		ହରଣ
୩	୭	୬୫	୩୮	୫୧ - ୩୫	୬୨ - ୪୮	୭)୯୧୮(
୧	୪	୯୨	୭୩	୮୪ -୪୯	୭୩ - ୩୬	୬)୭୬୯(
୮	୯	୪୭	୭୨	୪୬ -୩୭	୩୧ - ୧୩	୮)୯୮୩(
୫	୨	୫୬	୮୭	୪୫ - ୧୮	୪୩ - ୨୪	୪)୫୧୩(
		୨୯	୧୧			
୫ଟି ପଚାର। ୫ଟିରୁ ୪ଟି ଠିକ୍ ହେବା ଉଚିତ		୫ଟି ପଚାର। ୫ଟିରୁ ୪ଟି ଠିକ୍ ହେବା ଉଚିତ।		୨ଟି କରାଅ, ୨ଟି ଠିକ୍ ହେବା ଉଚିତ୍		ଗୋଟିଏ କରାଅ । ଗୋଟିଏ ଠିକ୍ ହେବା ଉଚିତ

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

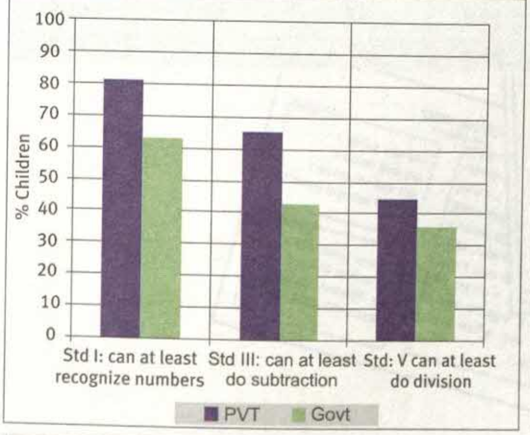
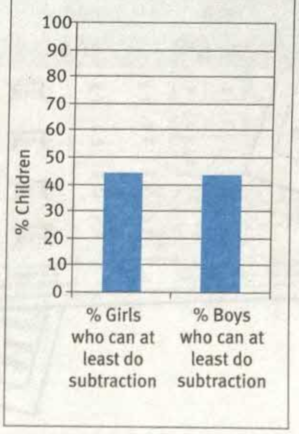
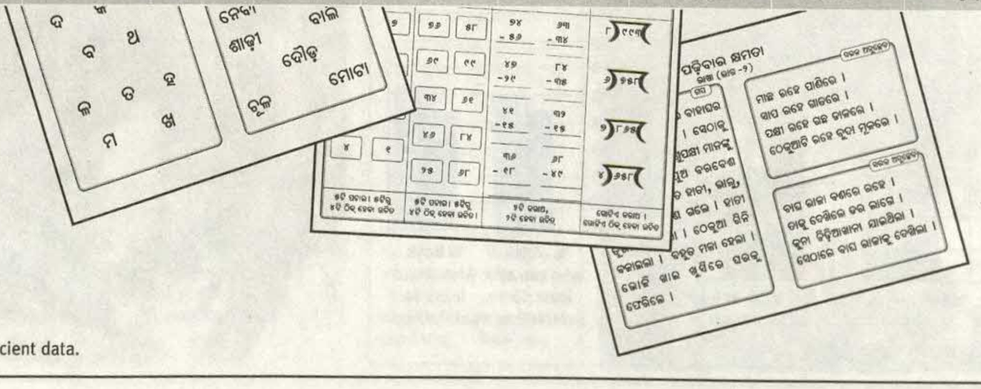


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III

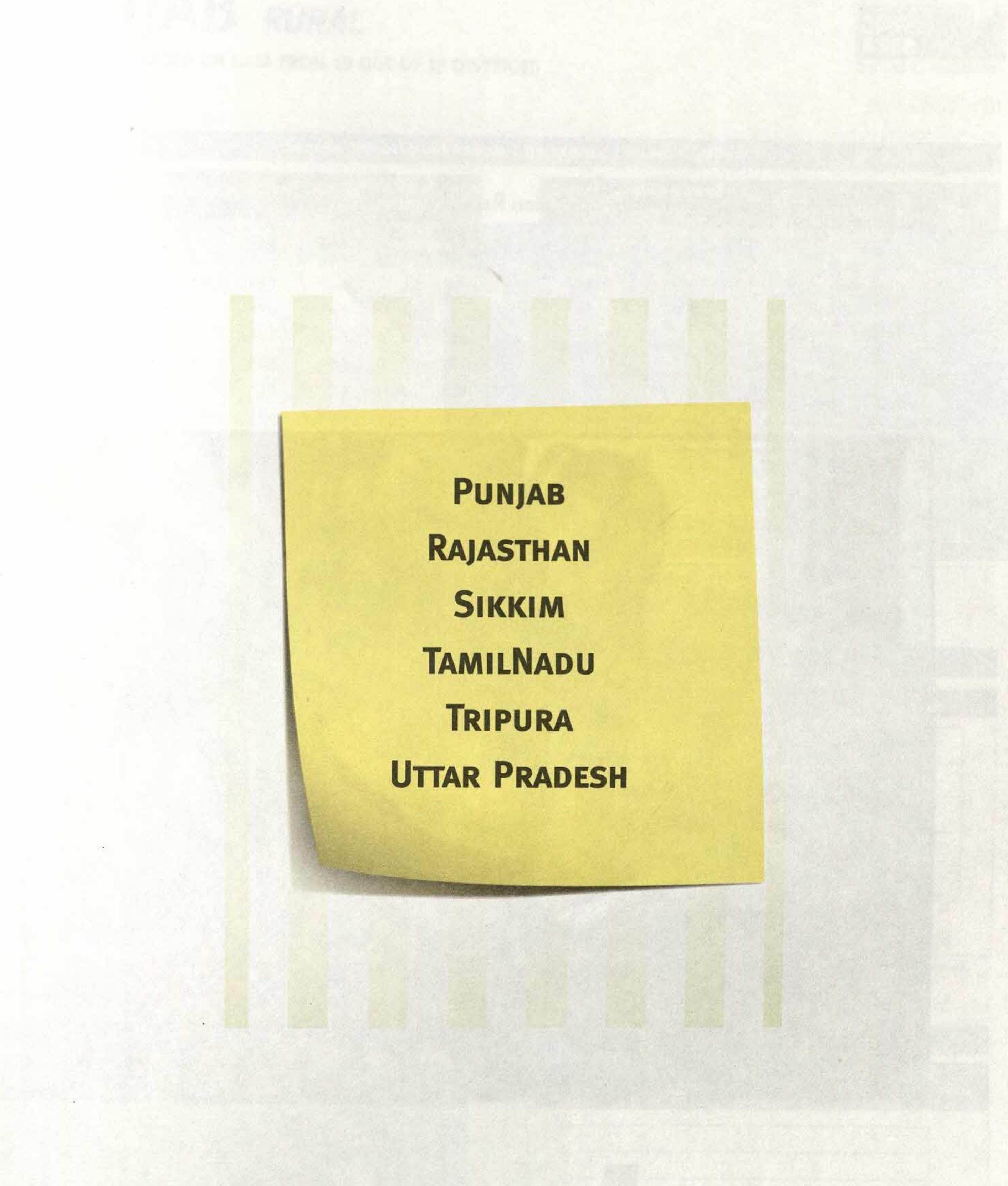


PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Anugul	72.9	11.2	5.7	77.2	80.2	65.4	56.5	63.1	84.3
Balangir	76.8	9.5	4.8	64.7	58.9	62.2	39.1	46.4	71.4
Baleshwar	74.7	2.5	3.0	88.9	82.3	75.5	64.6	73.0	88.8
Bargarh	94.6	8.8	4.2	89.8	89.8	74.4	64.7	58.0	73.9
Boudh	80.9	7.0	2.7	67.9	64.2	62.4	36.1	39.0	67.3
Bhadrak	95.0	0.6	4.5	96.2	93.5	79.4	69.4	52.6	81.1
Cuttack	71.3	3.9	6.3	91.6	88.7	80.8	66.3	55.9	77.8
Deogarh	78.6	5.0	6.0	73.5	71.9	60.5	43.9	38.4	74.9
Dhenkanal	84.4	2.8	1.3	78.8	81.2	61.8	40.5	48.3	75.3
Gajapati	85.4	11.0	9.3	72.7	70.4	63.1	58.7	65.5	72.0
Ganjam	54.2	5.6	5.2	72.7	75.0	66.6	58.1	49.2	70.0
Jagatsinghapur	81.7	2.6	6.5	90.9	87.6	80.6	66.7	47.3	73.3
Jajapur	63.5	2.0	8.2	87.6	86.6	79.4	76.7	62.2	85.3
Jharsuguda	94.3	5.2	4.7	65.8	63.9	63.7	49.8	46.1	69.5
Kalahandi	70.9	4.3	2.6	75.6	71.5	67.5	54.4	49.8	80.7
Kandhamal	63.0	9.1	1.9	62.8	64.2	60.9	50.3	39.8	64.1
Kendrapara	67.7	3.0	6.1	74.4	71.7	76.0	62.2	52.1	68.6
Kendujhar	68.1	7.7	6.8	52.9	50.7	54.6	43.5	30.1	44.0
Khordha	89.2	4.8	3.8	92.7	90.7	78.8	74.1	68.1	80.8
Koraput	43.1	17.0	3.4	77.2	73.6	58.5	53.2	56.3	58.3
Malkangiri	65.0	21.9	2.6	83.0	76.8	61.0	66.2	65.8	69.3
Mayurbhanj	83.9	14.9	2.3	73.8	74.8	68.5	52.9	55.9	72.7
Nabarangapur	92.6	16.3	2.1	73.6	70.6	67.0	46.7	64.1	78.9
Nayagarh	89.3	6.3	3.5	79.3	78.1	78.3	70.2	48.9	70.0
Nuapada	74.1	8.0	2.3	58.2	54.5	47.8	31.9	46.4	69.6
Puri	87.9	1.0	3.5	85.1	80.2	84.3	75.7	67.9	82.1
Rayagada	51.7	17.7	2.5	65.4	58.3	50.6	29.7	61.1	67.4
Sambalpur	83.5	5.7	5.1	70.1	66.0	54.9	40.6	47.3	74.6
Sonapur	82.8	7.5	2.6	83.6	81.3	56.4	41.1	47.5	72.7
Sundargarh*		4.8	9.7	86.8	84.1	69.8	47.3	43.1	63.9
Total	76.5	7.2	4.5	78.1	76.0	69.4	57.4	54.3	74.2



* Blank cells indicate insufficient data.



Punjab

Rajasthan

Sikkim

TamilNadu

Tripura

Uttar Pradesh

ORISSA

Annual Status of Education Report

ASER

2006

Facilitated by PRATHAM

PUNJAB *RURAL*

ALL ANALYSIS BASED ON DATA FROM 19 OUT OF 19 DISTRICTS

ENROLLMENT

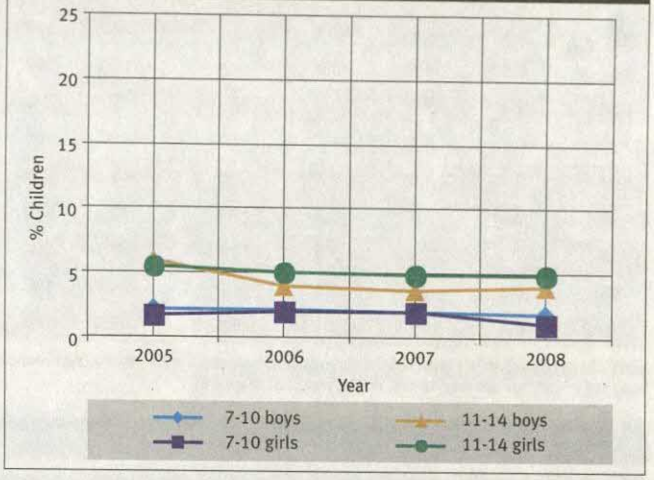
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	55.3	41.7	0.3	2.7	100
AGE: 7-16 ALL	56.3	38.9	0.3	4.6	100
AGE: 7-10 ALL	52.2	46.0	0.3	1.6	100
AGE: 7-10 BOYS	49.1	48.8	0.2	1.9	100
AGE: 7-10 GIRLS	55.1	43.5	0.3	1.1	100
AGE: 11-14 ALL	61.0	34.6	0.3	4.1	100
AGE: 11-14 BOYS	58.7	37.1	0.3	3.9	100
AGE: 11-14 GIRLS	63.0	31.8	0.4	4.9	100
AGE: 15-16 ALL	54.9	31.9	0.3	12.9	100
AGE: 15-16 BOYS	52.2	34.3	0.5	13.1	100
AGE: 15-16 GIRLS	56.8	29.1	0.2	14.0	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

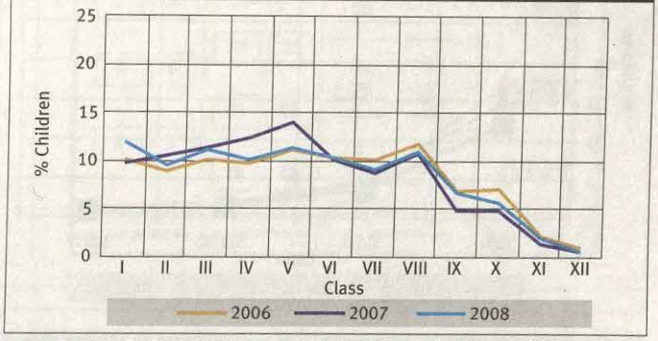
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	27.0	33.5	24.5	10.6	4.4								100
Std II	4.0	15.3	31.7	31.7	10.8	6.5							100
Std III	3.5		13.5	33.4	26.7	16.7	6.2						100
Std IV	4.2			13.0	29.0	32.0	12.8	9.1					100
Std V	3.6				8.2	41.4	26.0	13.7	7.2				100
Std VI	3.7					10.9	23.9	40.3	14.0	7.2			100
Std VII	3.6						8.9	34.7	31.3	15.0	6.5		100
Std VIII	2.8							9.8	29.0	35.5	16.8	6.2	100

How to read the table: In Std III, 76.8% (33.4+26.7+16.7) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.1% children in Std III in the ASER sample.

YOUNG CHILDREN

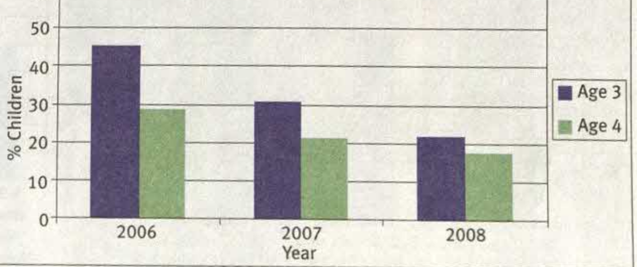
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	77.9				22.1	100
AGE: 4 ALL	82.1				17.9	100
AGE: 5 ALL	23.3	24.6	47.7	0.4	4.0	100
AGE: 6 ALL	7.0	38.9	51.6	0.6	1.9	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Punjab, ASER 2005 covered 17 districts. ASER 2006 covered 18 districts. ASER 2007 covered all 19 districts.

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	19.5	54.3	18.5	4.4	3.3	100
II	6.5	31.6	35.0	14.9	12.1	100
III	2.8	17.9	30.4	27.1	21.9	100
IV	1.1	9.3	17.7	33.3	38.7	100
V	0.7	3.6	7.8	24.8	63.1	100
VI	0.6	2.5	5.2	19.2	72.6	100
VII	0.6	1.6	3.3	13.4	81.1	100
VIII	0.2	1.0	2.1	12.0	84.8	100
TOTAL	4.2	15.7	15.0	18.5	46.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

ਪੜ੍ਹਨ ਦੀ ਜਾਂਚ (4)

Std II Level

ਕਹਾਣੀ

ਸਾਡੇ ਪਿੰਡ ਵਿੱਚ ਹਰ ਸਾਲ ਬਹੁਤ ਭਾਰੀ ਮੇਲਾ ਲੱਗਦਾ ਹੈ । ਸਾਰੇ ਲੋਕ ਮੇਲਾ ਵੇਖਣ ਜਾਂਦੇ ਹਨ । ਉਸ ਵਿੱਚ ਬਹੁਤ ਹੀ ਭੀੜ ਹੁੰਦੀ ਹੈ । ਸਾਡੇ ਪੰਜਾਬ ਦਾ ਮੁੱਖ ਲੋਕ ਨਾਚ ਗਿੱਧਾ ਤੇ ਭੰਗੜਾ ਹੈ । ਮੇਲੇ ਵਿੱਚ ਗਿੱਧੇ ਤੇ ਭੰਗੜੇ ਨੂੰ ਵਧੀਆ ਢੰਗ ਨਾਲ ਦਰਸਾਇਆ ਜਾਂਦਾ ਹੈ । ਜੋ ਮੇਲੇ ਦੀ ਰੌਣਕ ਨੂੰ ਵਧਾਉਂਦੇ ਹਨ । ਸਾਰੇ ਲੋਕ ਸ਼ਾਮ ਤੱਕ ਮੇਲੇ ਦਾ ਆਨੰਦ ਮਾਣਦੇ ਹਨ ।

Std I Level

ਪੈਰਾ

ਅੱਜ ਮੀਂਹ ਪੈ ਰਿਹਾ ਹੈ।
ਬੱਚੇ ਮੀਂਹ ਵਿੱਚ ਨਹਾ ਰਹੇ ਹਨ।
ਮੰਮੀ ਪਕੌੜੇ ਬਣਾ ਰਹੀ ਹੈ।
ਅਸੀਂ ਪਕੌੜੇ ਖਾਧੇ।

ਖ ਮ ਜ
ਥ ਦ
ਫ ਧ ਘ
ਝ ਬ

ਪਤੰਗ ਸੱਪ
ਸੇਬ ਨਲਕਾ ਪਾਣੀ
ਦਾਦੀ ਕਿਤਾਬ
ਰਸਤਾ ਪੱਖਾ ਪਾਰਕ

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

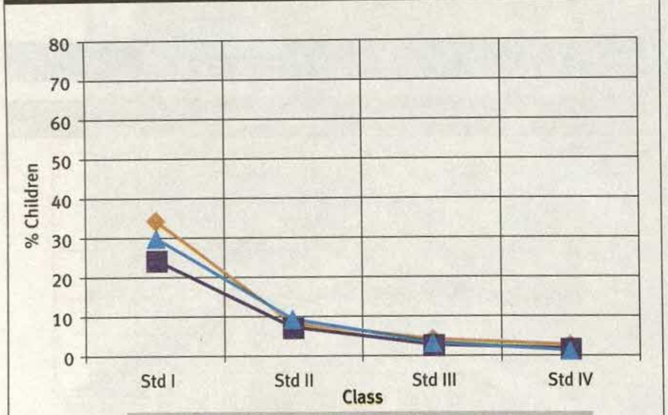
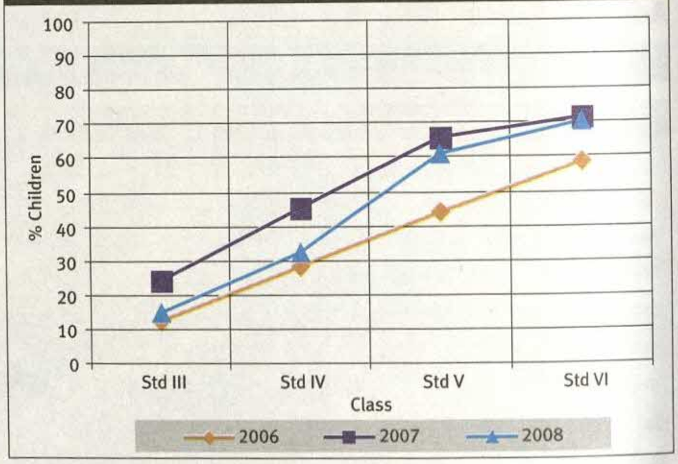


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

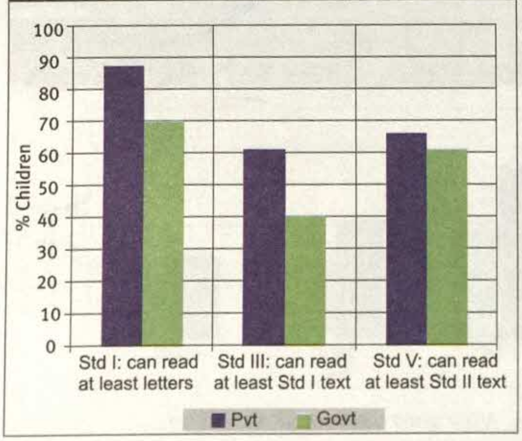
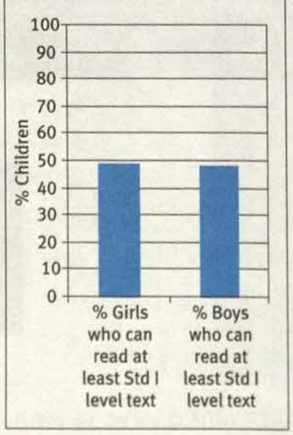
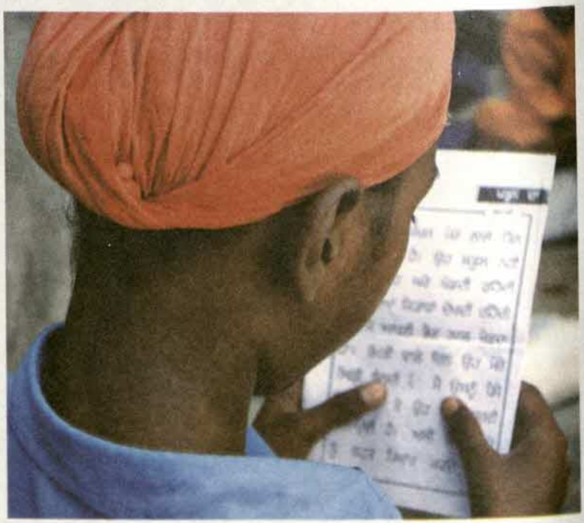


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III





ARITHMETIC LEVEL

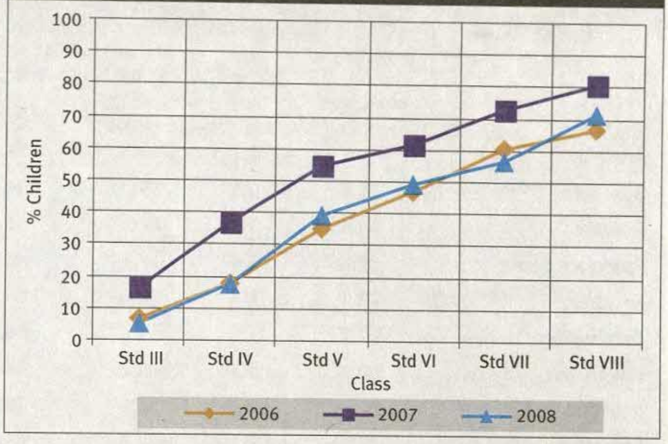
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	22.2	48.1	22.8	4.9	2.1	100
II	7.0	36.8	32.5	19.0	4.7	100
III	2.8	21.6	32.5	32.7	10.4	100
IV	1.2	11.1	20.7	41.7	25.2	100
V	0.9	4.4	12.5	38.7	43.5	100
VI	0.8	4.1	10.8	31.2	53.2	100
VII	0.6	2.5	7.0	27.7	62.2	100
VIII	0.2	1.6	4.4	21.9	72.0	100
TOTAL	4.7	16.6	17.9	27.0	33.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



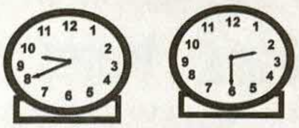
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

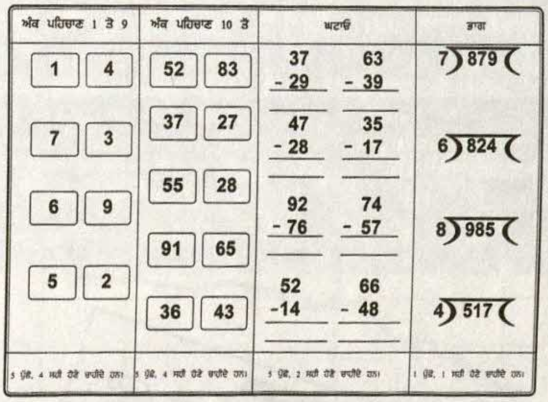
Std.	Tell time	Do currency tasks
I	9.2	23.4
II	18.4	42.0
III	34.6	58.3
IV	50.6	70.8
V	66.6	81.1
VI	77.4	87.7
VII	84.7	90.6
VIII	90.3	93.4
TOTAL	53.8	68.0

TESTING TOOL

Telling Time



Currency Tasks



ਅੰਕ ਪਹਿਚਾਣ 1 ਤੋ 9	ਅੰਕ ਪਹਿਚਾਣ 10 ਤੋ	ਘਟਾਓ	ਭਾਗ
1 4	52 83	37 − 29 63 − 39	7)879(
7 3	37 27	47 − 28 35 − 17	6)824(
6 9	55 28	92 − 76 74 − 57	8)985(
5 2	91 65	52 − 14 66 − 48	4)517(
	36 43		
5 ਪੁੱਛੋ, 4 ਸਹੀ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ।	5 ਪੁੱਛੋ, 4 ਸਹੀ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ।	5 ਪੁੱਛੋ, 2 ਸਹੀ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ।	1 ਪੁੱਛੋ, 1 ਸਹੀ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ।

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

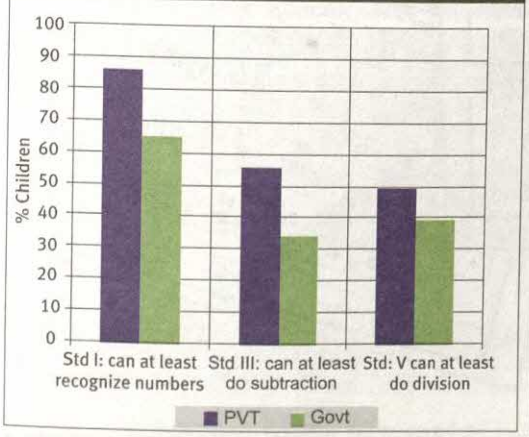
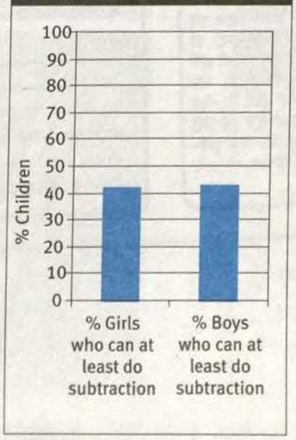
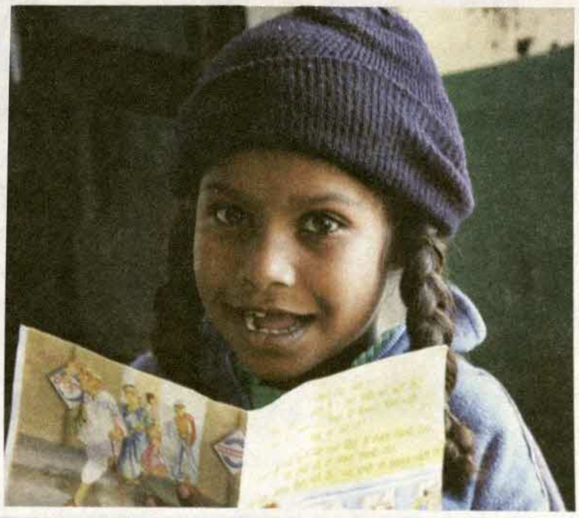


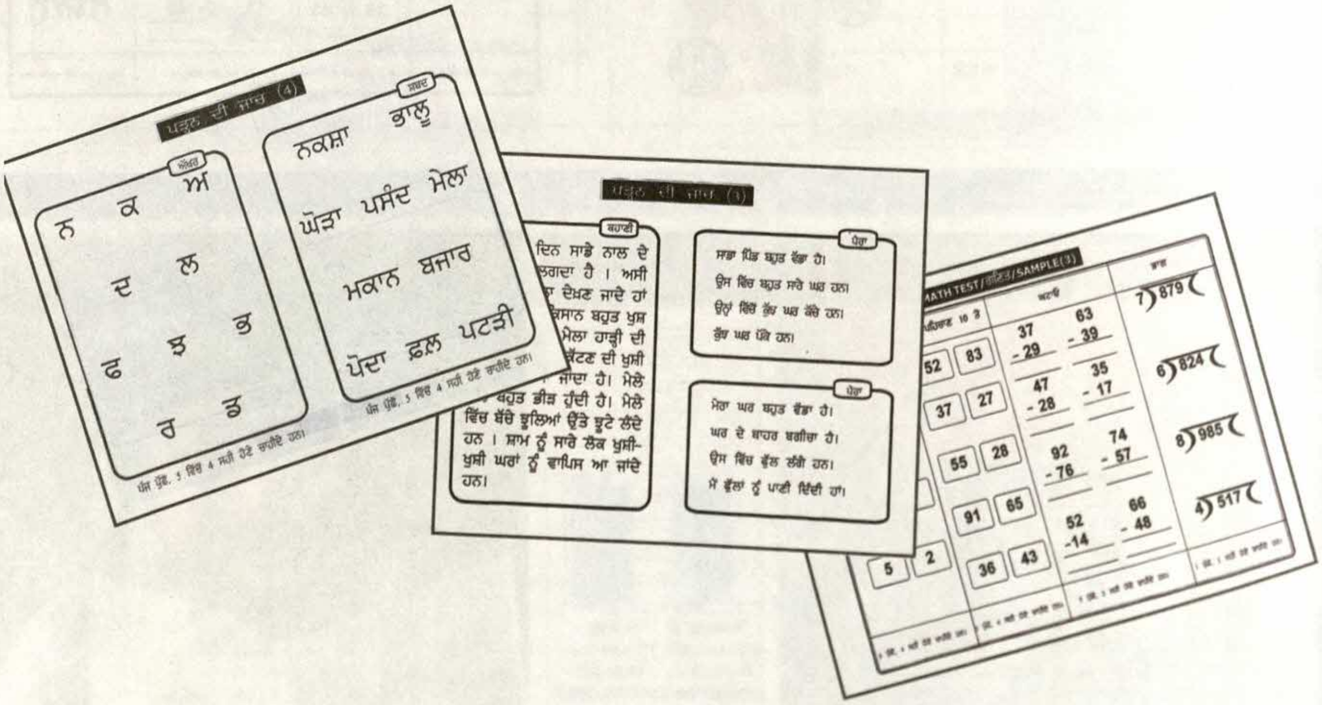
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III





PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ letters**, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ Level 1** (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Amritsar*		2.1	48.7	91.4	87.5	65.6	57.5	45.0	66.2
Bhatinda	71.4	2.5	39.3	94.4	89.3	69.3	72.6	61.5	85.0
Faridkot	94.6	3.2	47.1	91.6	86.8	72.8	67.4	43.1	69.2
Fatehgarh Sahib	87.8	2.4	27.7	86.7	87.7	75.2	67.6	42.0	74.0
Firozpur	73.3	4.8	39.4	84.3	83.3	68.4	60.6	53.5	60.5
Gurdaspur	79.7	1.4	56.6	94.6	91.2	74.9	75.4	70.1	75.6
Hoshiarpur	89.7	1.1	42.7	88.5	90.8	82.4	79.8	49.8	72.9
Jalandhar	80.4	2.2	39.0	78.7	77.7	66.5	50.2	38.7	62.0
Kapurthala	71.2	7.1	36.3	86.5	82.6	73.0	66.7	47.4	66.4
Ludhiana	64.3	0.9	38.7	80.5	78.5	72.0	68.0	49.1	82.9
Mansa	66.0	3.6	37.6	84.3	83.5	68.2	59.8	44.9	62.0
Moga	73.2	3.9	39.5	78.5	74.5	65.0	62.4	50.7	69.5
Muktsar	77.8	7.1	27.6	83.5	78.0	62.4	60.9	50.3	64.0
Nawashehar(SBS Nagar)	98.1	1.5	29.3	68.6	73.8	64.7	63.0	41.8	75.3
Patiala	91.1	2.0	48.8	88.9	88.4	62.5	49.3	41.9	67.1
Rupnagar	87.4	1.9	36.8	88.6	83.2	75.4	78.2	62.4	79.0
Sangrur*		2.0	45.6	88.1	86.0	69.0	56.7	41.8	58.3
SAS Nagar	78.9	1.6	39.3	87.8	89.2	80.5	76.4	48.9	64.9
TarnTaran*		5.2	30.8	88.3	91.0	53.1	51.0	71.7	84.4
Total	80.1	2.7	41.7	86.2	84.6	69.7	64.2	50.9	70.2



* Blank cells indicate insufficient data.

RAJASTHAN *RURAL*

ALL ANALYSIS BASED ON DATA FROM 32 OUT OF 32 DISTRICTS

ENROLLMENT

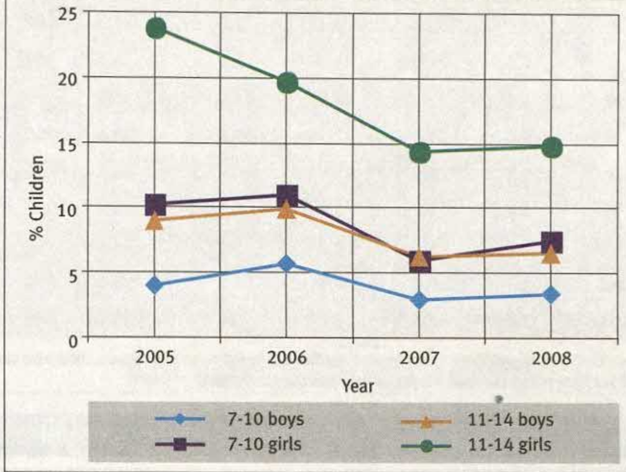
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
AGE: 6 -14 ALL	59.7	32.7	0.5	7.1	100
AGE: 7-16 ALL	58.5	31.2	0.4	9.9	100
AGE: 7-10 ALL	59.6	34.6	0.5	5.2	100
AGE: 7-10 BOYS	57.9	38.3	0.5	3.3	100
AGE: 7-10 GIRLS	61.7	30.3	0.6	7.5	100
AGE: 11-14 ALL	60.0	29.7	0.4	10.0	100
AGE: 11-14 BOYS	59.9	33.2	0.3	6.6	100
AGE: 11-14 GIRLS	59.7	25.0	0.5	14.8	100
AGE: 15-16 ALL	51.1	24.6	0.2	24.1	100
AGE: 15-16 BOYS	54.8	25.4	0.2	19.6	100
AGE: 15-16 GIRLS	45.1	22.5	0.3	32.2	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

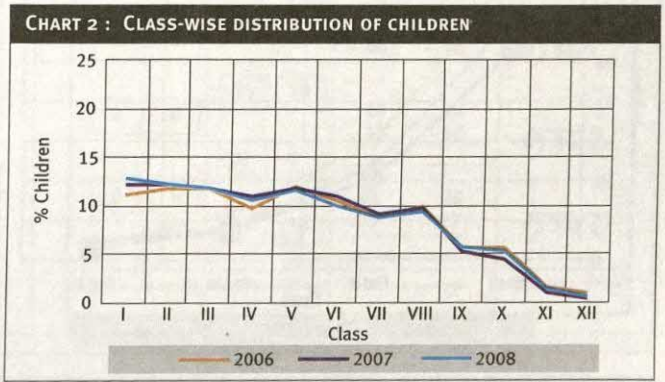
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	41.0	31.6	14.2	9.1	4.1								100
Std II	11.0	22.1	30.8	22.9	5.4	7.8							100
Std III	2.9	7.4	17.1	37.1	13.8	14.0	7.7						100
Std IV	2.7		6.9	23.0	23.7	26.4	6.4	7.3	3.6				100
Std V	3.7			9.9	14.4	37.1	14.6	12.4	3.7	4.1			100
Std VI	4.6				5.4	23.1	21.7	29.3	8.8	5.2	2.0		100
Std VII	3.3					9.3	12.8	38.4	20.7	10.1	5.7		100
Std VIII	7.9							21.1	29.1	22.6	13.5	5.8	100

How to read the table: In Std III, 64.9% (37.1+13.8+14.0) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.7% children in Std III in the ASER sample.

YOUNG CHILDREN

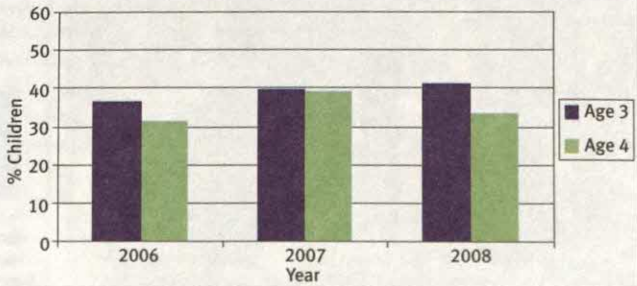
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
AGE: 3 ALL	58.8				41.2	100
AGE: 4 ALL	66.5				33.6	100
AGE: 5 ALL	11.7	44.2	31.8	0.8	11.5	100
AGE: 6 ALL	5.0	54.8	33.2	0.6	6.4	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Rajasthan, ASER 2005 covered all 32 districts. ASER 2006 covered 31 districts. ASER 2007 covered all 32 districts.

READING LEVEL

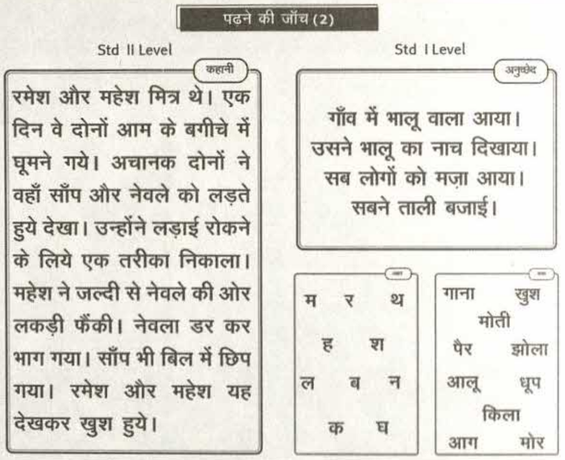
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	50.0	37.7	8.1	2.4	1.9	100
II	17.5	41.0	25.3	10.6	5.6	100
III	6.4	23.7	28.5	22.5	18.9	100
IV	3.0	11.1	20.5	30.7	34.8	100
V	1.5	6.4	12.4	27.7	52.1	100
VI	0.8	3.2	6.0	18.7	71.3	100
VII	0.2	1.5	2.9	11.1	84.3	100
VIII	0.3	0.6	0.9	7.2	91.0	100
TOTAL	11.1	17.1	13.8	16.4	41.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



पढ़ने की जाँच (2)

Std II Level

कहानी

रमेश और महेश मित्र थे। एक दिन वे दोनों आम के बगीचे में घूमने गये। अचानक दोनों ने वहाँ साँप और नेवले को लड़ते हुये देखा। उन्होंने लड़ाई रोकने के लिये एक तरीका निकाला। महेश ने जल्दी से नेवले की ओर लकड़ी फैंकी। नेवला डर कर भाग गया। साँप भी बिल में छिप गया। रमेश और महेश यह देखकर खुश हुये।

Std I Level

अनुच्छेद

गाँव में भालू वाला आया।
उसने भालू का नाच दिखाया।
सब लोगों को मज़ा आया।
सबने ताली बजाई।

म र थ
ह श
ल ब न
क घ

गाना खुश
मोती
पैर झोला
आलू धूप
किला
आग मोर

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

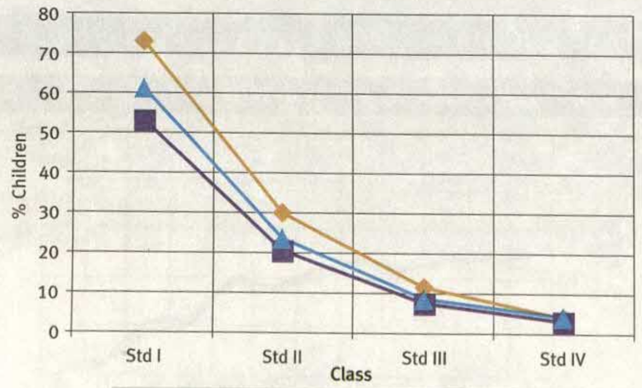
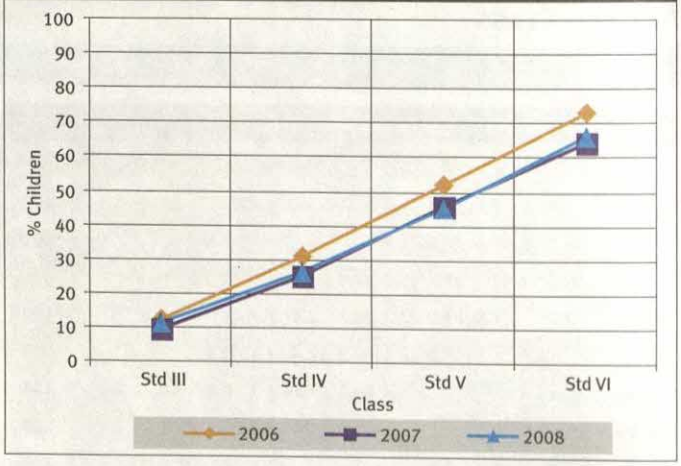


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

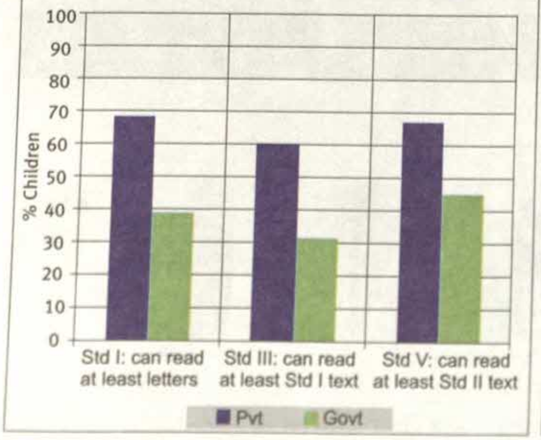
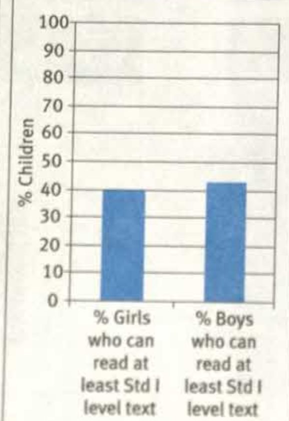
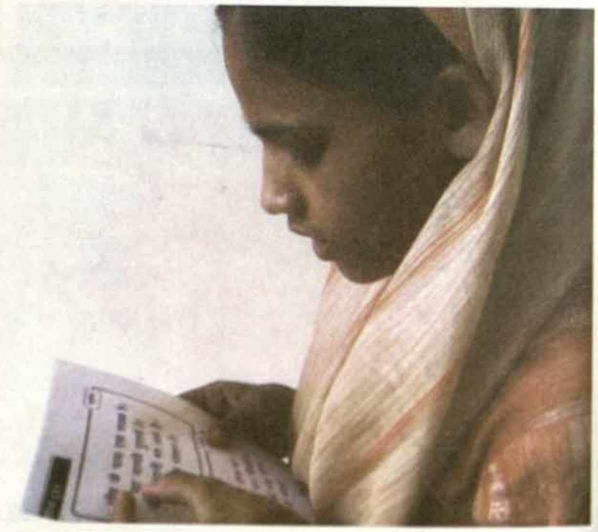


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III





RAJASTHAN *RURAL*

ARITHMETIC LEVEL

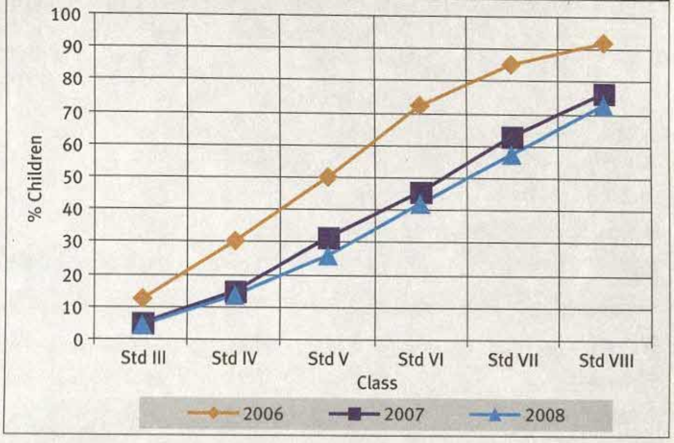
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	48.7	40.6	8.6	1.3	1.0	100
II	17.4	46.6	26.4	7.3	2.4	100
III	7.1	30.0	34.6	19.0	9.4	100
IV	2.8	16.7	30.8	29.5	20.4	100
V	1.4	9.2	24.1	32.2	33.1	100
VI	0.8	5.4	14.4	29.1	50.4	100
VII	0.5	2.4	9.2	23.9	64.0	100
VIII	0.3	1.1	4.8	18.3	75.5	100
TOTAL	11.0	20.5	19.7	19.5	29.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008

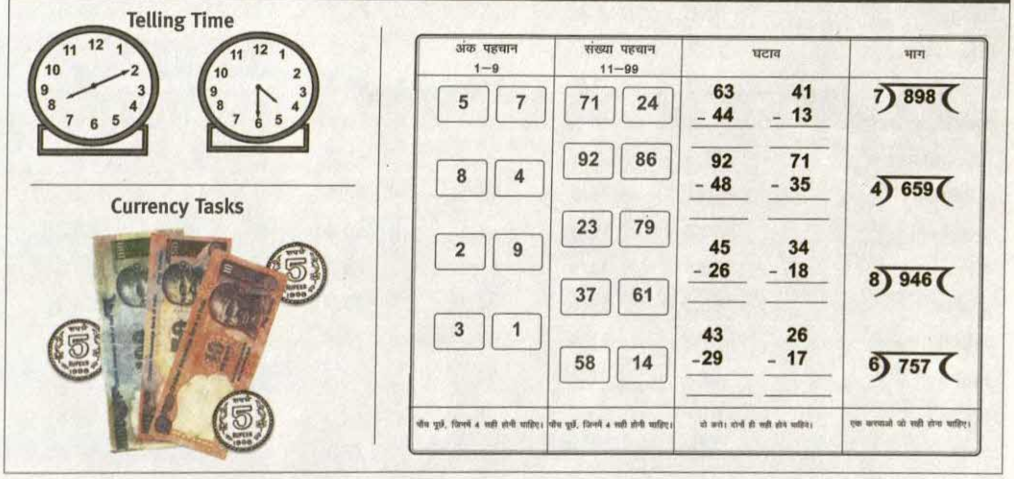


TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	4.8	16.7
II	13.6	34.1
III	30.5	54.1
IV	48.8	69.9
V	61.9	79.3
VI	75.5	88.9
VII	83.1	92.6
VIII	90.3	95.2
TOTAL	48.4	64.0

TESTING TOOL


Telling Time
11 12 1 10 2 9 3 8 4 7 6 5
11 12 1 10 2 9 3 8 4 7 6 5
Currency Tasks

अंक पहचान 1–9		संख्या पहचान 11–99		घटाव		भाग
5	7	71	24	63 - 44	41 - 13	7) 898
8	4	92	86	92 - 48	71 - 35	4) 659
2	9	23	79	45 - 26	34 - 18	8) 946
3	1	37	61	43 -29	26 - 17	6) 757
		58	14			
पाँच पूछें, जिनमें 4 सही होनी चाहिए।		पाँच पूछें, जिनमें 4 सही होनी चाहिए।		दो करो। दोनों ही सही होने चाहिए।		एक करवाओ जो सही होना चाहिए।

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

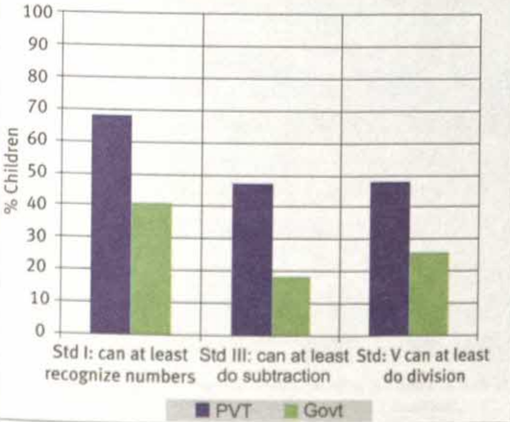
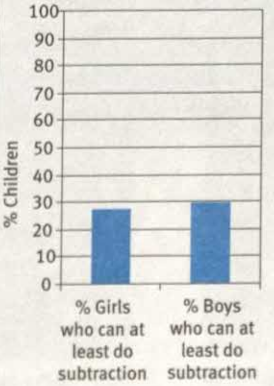


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



RAJASTHAN *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	**OUT OF SCHOOL**	**PRIVATE SCHOOL**	**STD 1-2 : LEARNING LEVELS**		**STD 3-5 : LEARNING LEVELS**			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ Level 1** (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Ajmer	60.2	6.1	32.1	64.9	67.7	47.8	33.2	32.0	64.2
Alwar	59.7	4.9	51.2	51.3	64.4	62.9	47.2	30.2	71.2
Banswara	79.1	11.3	14.0	60.7	56.2	49.4	24.1	43.4	57.5
Baran	79.8	9.0	21.9	60.9	65.4	58.6	49.6	61.9	79.5
Barmer	38.8	11.4	10.5	69.0	69.3	68.4	53.3	65.9	74.5
Bharatpur	69.1	8.2	53.8	71.0	67.1	62.1	57.5	48.8	68.3
Bhilwara	61.3	7.2	16.2	60.1	64.1	56.9	35.7	42.2	79.2
Bikaner	62.7	8.9	24.9	72.3	67.5	77.8	63.5	58.0	72.2
Bundi	80.3	6.4	28.5	71.9	81.9	66.9	52.1	54.2	77.3
Chittaurgarh	96.3	11.8	10.3	56.5	58.4	52.6	37.2	49.2	69.9
Churu	53.6	6.8	35.9	62.6	59.1	67.3	50.7	57.1	69.4
Dausa	72.1	4.4	42.0	79.1	75.1	69.8	52.1	33.8	62.2
Dhaulpur	37.7	4.6	37.4	48.3	54.4	47.4	38.2	35.5	74.0
Dungarpur	23.0	3.9	14.4	60.3	58.7	58.0	37.6	41.1	57.2
Ganganagar*		4.5	51.6	68.7	71.7	79.3	71.0	51.0	69.4
Hanumangarh	69.3	3.3	59.3	81.6	81.4	82.4	74.9	59.3	82.4
Jaipur	76.8	1.6	56.6	80.8	79.8	73.5	59.3	37.0	70.8
Jaisalmer	60.5	15.0	12.4	60.0	62.6	60.7	54.8	53.2	67.2
Jalor	55.0	14.5	15.8	83.3	81.2	60.3	55.3	59.9	63.2
Jhalawar	65.9	10.1	24.7	53.9	54.3	44.2	28.4	23.4	48.5
Jhunjhunu	57.8	1.0	42.4	77.7	74.3	66.0	56.2	52.3	67.1
Jodhpur	48.6	12.1	31.2	65.4	69.1	59.7	40.9	52.9	69.6
Karauli	58.8	13.0	35.4	62.3	63.9	63.6	53.9	50.5	68.0
Kota	41.2	4.4	52.6	77.3	78.6	66.5	50.8	36.5	74.4
Nagaur	57.6	3.0	47.8	80.2	77.4	63.4	47.4	39.5	60.3
Pali	62.1	7.4	19.5	47.3	55.8	47.5	33.2	39.3	56.8
Rajsamand	86.3	4.8	13.9	57.7	60.9	54.6	32.4	41.6	72.5
Sawai Madhopur	91.9	5.3	31.1	75.6	74.5	72.1	59.7	69.9	70.6
Sikar	53.3	1.7	56.2	68.4	60.7	59.3	50.0	31.2	55.7
Sirohi	74.1	10.5	4.3	56.2	60.4	47.1	47.5	57.2	57.8
Tonk	44.6	9.4	40.3	84.3	80.3	77.2	61.4	43.8	69.9
Udaipur	63.5	10.0	11.2	60.2	55.3	58.6	36.2	56.4	71.3
Total	62.4	7.1	32.7	66.0	66.8	62.0	47.6	47.0	67.6

* Blank cells indicate insufficient data.

SIKKIM *RURAL*

ALL ANALYSIS BASED ON DATA FROM 4 OUT OF 4 DISTRICTS

ENROLLMENT

SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6-14 ALL	72.0	24.2	0.6	3.3	100
AGE: 7-16 ALL	73.4	21.0	0.6	5.0	100
AGE: 7-10 ALL	66.7	30.6	0.7	2.0	100
AGE: 7-10 BOYS	62.8	34.5	1.1	1.6	100
AGE: 7-10 GIRLS	70.8	26.8	0.3	2.2	100
AGE: 11-14 ALL	78.2	16.8	0.5	4.5	100
AGE: 11-14 BOYS	76.5	18.2	1.1	4.3	100
AGE: 11-14 GIRLS	79.5	15.7	0.1	4.8	100
AGE: 15-16 ALL	76.1	9.2	0.8	14.0	100
AGE: 15-16 BOYS	73.8	10.1	1.5	14.6	100
AGE: 15-16 GIRLS	78.4	8.4	0.0	13.3	100

NOTE : 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

AGE AND CLASS

AGE-WISE AND CLASS-WISE DISTRIBUTION IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	15.3	25.3	26.3	16.1	7.3	9.7							100
Std II	2.4	7.5	19.9	28.4	19.5	11.4	4.8	6.1					100
Std III	3.0		8.3	16.7	23.1	21.0	12.3	9.0	6.7				100
Std IV	0.6			7.5	10.4	23.5	18.8	21.0	9.3	9.0			100
Std V	2.6				3.8	14.8	15.7	22.1	14.6	15.1	7.4	3.9	100
Std VI	1.7					5.5	11.1	23.4	24.5	17.8	8.6	7.4	100
Std VII	1.8							14.9	25.1	25.7	14.2	18.2	100
Std VIII	5.3								19.5	35.1	24.8	15.3	100

How to read the table: In Std III, 60.8% (16.7+23.1+21.0) children are in age range 8 to 10.

Sikkim was not covered in ASER 2005 and ASER 2006. ASER 2007 covered 1 district.

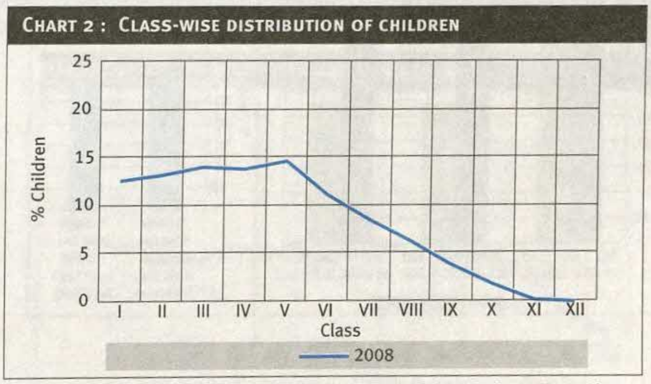
YOUNG CHILDREN

CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	60.8				39.2	100
AGE: 4 ALL	82.0				18.0	100
AGE: 5 ALL	40.5	32.3	20.2	0.7	6.3	100
AGE: 6 ALL	29.3	41.7	26.3	0.0	2.7	100

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 14.0% children in Std III in the ASER sample.

READING AND ARITHMETIC LEVEL

READING AND ARITHMETIC

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	5.5	41.1	34.2	12.8	6.4	100
II	1.7	20.8	41.2	22.0	14.3	100
III	0.5	6.4	29.2	43.4	20.5	100
IV	0.0	3.0	22.2	37.9	37.0	100
V	0.0	0.6	11.0	27.2	61.1	100
VI	0.6	0.0	4.1	18.6	76.8	100
VII	0.0	0.0	0.4	9.7	90.0	100
VIII	0.0	0.0	2.0	5.5	92.5	100
TOTAL	1.1	9.9	20.3	24.4	44.2	100

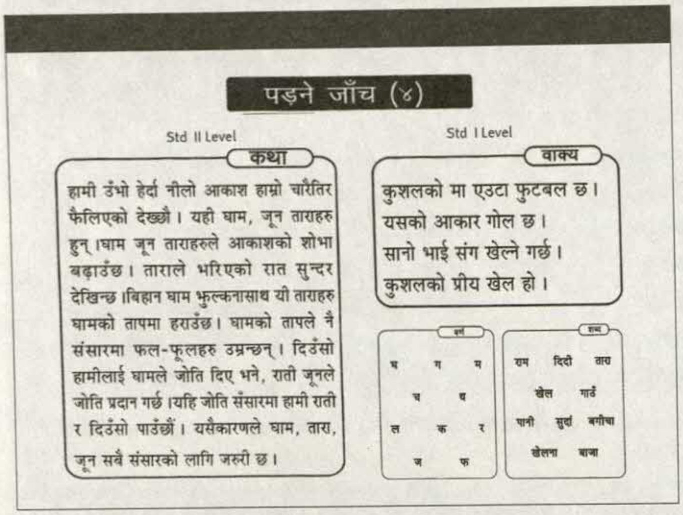
NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	5.7	34.4	42.4	13.0	4.6	100
II	1.5	9.6	55.0	23.8	10.2	100
III	0.6	1.7	31.6	47.5	18.7	100
IV	0.9	1.9	21.3	46.3	29.6	100
V	0.4	0.0	11.1	38.2	50.3	100
VI	0.6	0.3	4.8	29.2	65.1	100
VII	0.0	0.0	1.1	10.8	88.1	100
VIII	0.0	0.0	0.0	12.8	87.2	100
TOTAL	1.3	6.6	23.6	30.0	38.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

TESTING TOOL FOR READING



पढ़ने जाँच (४)

Std II Level

कथा

हामी उँभो हेर्दा नीलो आकाश हाम्रो चारैतिर फैलिएको देख्छौ। यही घाम, जून ताराहरु हुन् ।घाम जून ताराहरुले आकाशको शोभा बढ़ाउँछ। ताराले भरिएको रात सुन्दर देखिन्छ ।बिहान घाम भुल्कनासाथ यी ताराहरु घामको तापमा हराउँछ। घामको तापले नै संसारमा फल-फूलहरु उम्रन्छन्। दिउँसो हामीलाई घामले जोति दिए भने, राती जूनले जोति प्रदान गर्छ ।यहि जोति संसारमा हामी राती र दिउँसो पाउँछौं। यसैकारणले घाम, तारा, जून सबै संसारको लागि जरुरी छ।

Std I Level

वाक्य

कुशलको मा एउटा फुटबल छ।
यसको आकार गोल छ।
सानो भाई संग खेल्ने गर्छ।
कुशलको प्रीय खेल हो।

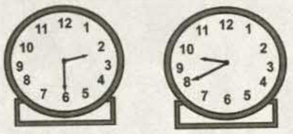
घ ग म
च व
ल क र
ज फ

राम दिदी तारा
खेल गाउँ
पानी सुर्दा बगीचा
खेलना बाजा

TELLING TIME AND TASKS WITH CURRENCY

TESTING TOOL

Telling Time



Currency Tasks

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	11.4	30.3
II	31.1	60.9
III	47.7	75.5
IV	67.8	84.6
V	78.3	89.7
VI	87.5	91.3
VII	86.2	87.7
VIII	87.2	89.6
TOTAL	59.2	75.0

COMPARISION OF READING AND ARITHMETIC LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

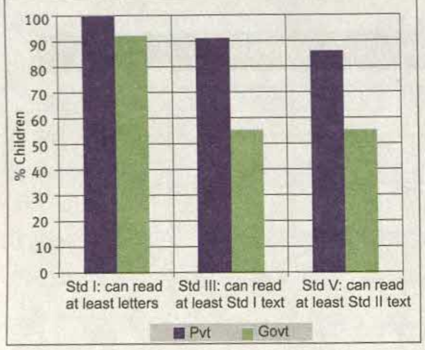


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III

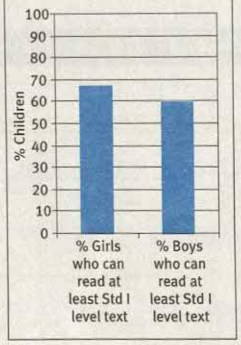


CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

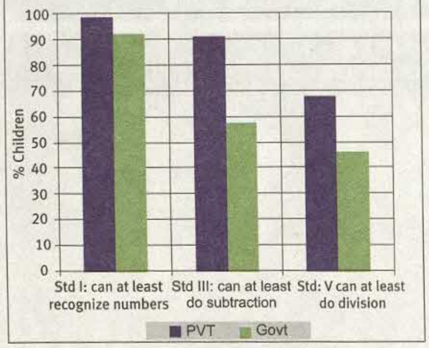
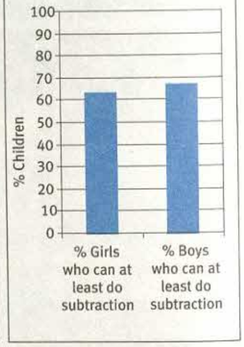


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) **in Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
East	65.4	3.0	29.6	94.7	94.0	78.8	79.5	55.5	75.2
North	93.7	1.7	27.0	98.9	100.0	61.4	72.4	53.8	89.7
South	100.0	1.1	17.6	97.2	97.8	77.0	74.5	77.9	93.6
West	45.6	6.8	20.5	97.2	97.2	74.7	76.8	67.9	82.1
Total	70.4	3.3	24.2	96.5	96.5	75.8	76.8	64.7	83.4

TAMIL NADU *RURAL*

ALL ANALYSIS BASED ON DATA FROM 29 OUT OF 29 DISTRICTS

ENROLLMENT

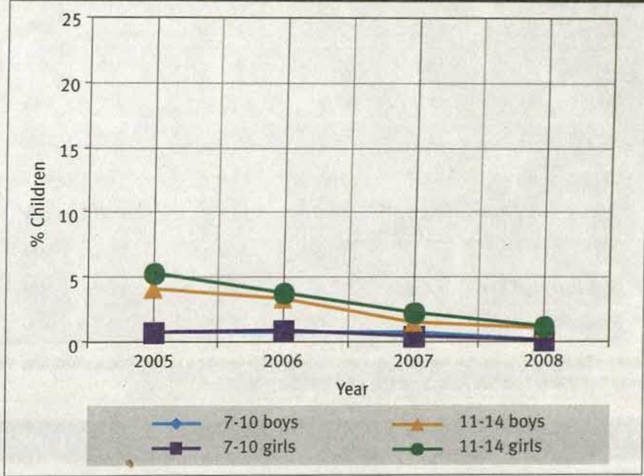
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	78.5	20.6	0.4	0.6	100
AGE: 7-16 ALL	78.4	19.1	0.4	2.1	100
AGE: 7-10 ALL	76.9	22.5	0.5	0.2	100
AGE: 7-10 BOYS	75.9	23.4	0.5	0.2	100
AGE: 7-10 GIRLS	77.9	21.5	0.5	0.1	100
AGE: 11-14 ALL	81.4	17.3	0.3	1.1	100
AGE: 11-14 BOYS	81.0	17.6	0.3	1.1	100
AGE: 11-14 GIRLS	81.7	16.9	0.2	1.2	100
AGE: 15-16 ALL	74.9	15.7	0.3	9.1	100
AGE: 15-16 BOYS	73.2	17.4	0.4	9.0	100
AGE: 15-16 GIRLS	76.4	14.1	0.2	9.3	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

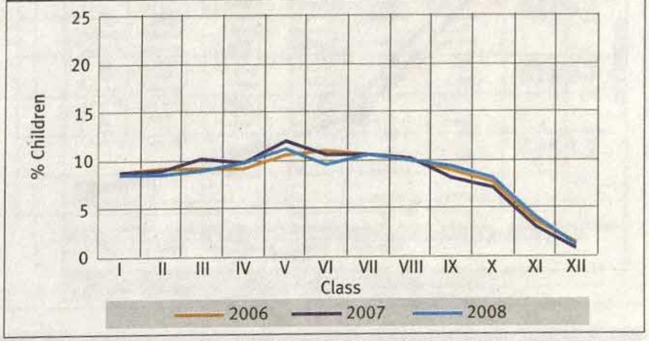
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	41.3	52.3	6.3										100
Std II	2.6	18.8	71.5	7.2									100
Std III	1.6		16.2	74.2	8.0								100
Std IV	2.8			19.2	69.1	6.9	2.0						100
Std V	2.5				9.7	78.4	5.9	3.5					100
Std VI	1.6					10.5	63.4	20.5	4.0				100
Std VII	2.1						8.1	69.1	16.7	3.9			100
Std VIII	2.1								12.9	70.1	11.3	3.7	100

How to read the table: In Std III, 90.4% (16.2+74.2) children are in age range 7 to 8.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 9.1% children in Std III in the ASER sample.

YOUNG CHILDREN

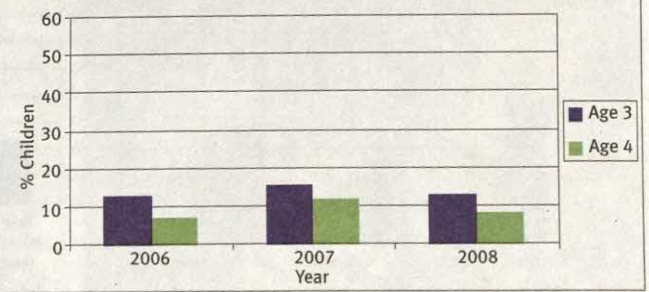
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	86.8				13.2	100
AGE: 4 ALL	91.7				8.3	100
AGE: 5 ALL	29.2	46.6	21.7	0.5	2.0	100
AGE: 6 ALL	3.6	67.3	28.4	0.2	0.4	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Tamil Nadu, ASER 2005 covered 28 districts. ASER 2006 covered all 29 districts. ASER 2007 covered all 29 districts.

TAMIL NADU *RURAL*

READING LEVEL

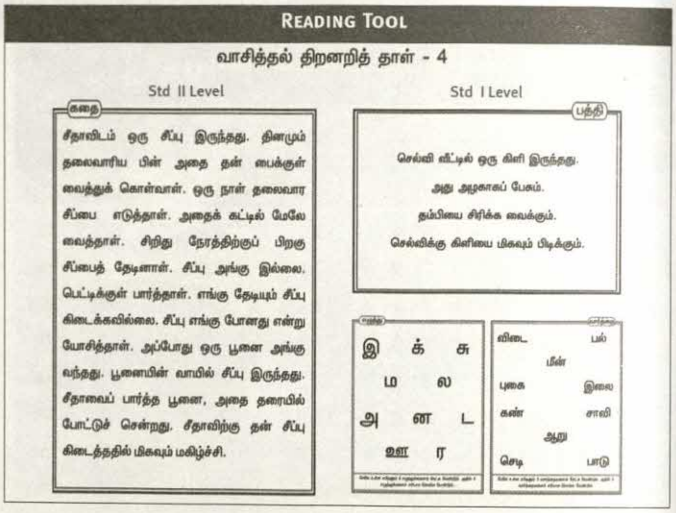
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	63.9	25.9	7.9	1.1	1.2	100
II	27.2	38.6	27.4	5.3	1.6	100
III	12.8	26.1	37.3	17.0	6.9	100
IV	5.1	14.6	35.5	29.0	15.8	100
V	3.2	7.7	25.1	35.6	28.4	100
VI	2.7	4.8	18.1	33.5	40.8	100
VII	1.6	2.5	11.9	29.5	54.5	100
VIII	0.8	1.9	7.6	23.7	66.0	100
TOTAL	13.2	14.3	21.3	22.8	28.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



வாசித்தல் திறனறித் தாள் - 4

Std II Level

கதை

சீதாவிடம் ஒரு சீப்பு இருந்தது. தினமும் தலைவாரிய பின் அதை தன் பைக்குள் வைத்துக் கொள்வாள். ஒரு நாள் தலைவார சீப்பை எடுத்தாள். அதைக் கட்டில் மேலே வைத்தாள். சிறிது நேரத்திற்குப் பிறகு சீப்பைத் தேடினாள். சீப்பு அங்கு இல்லை. பெட்டிக்குள் பார்த்தாள். எங்கு தேடியும் சீப்பு கிடைக்கவில்லை. சீப்பு எங்கு போனது என்று யோசித்தாள். அப்போது ஒரு பூனை அங்கு வந்தது. பூனையின் வாயில் சீப்பு இருந்தது. சீதாவைப் பார்த்த பூனை, அதை தரையில் போட்டுச் சென்றது. சீதாவிற்கு தன் சீப்பு கிடைத்ததில் மிகவும் மகிழ்ச்சி.

Std I Level

பத்தி

செல்வி வீட்டில் ஒரு கிளி இருந்தது.
அது அழகாகப் பேசும்.
தம்பியை சிரிக்க வைக்கும்.
செல்விக்கு கிளியை மிகவும் பிடிக்கும்.

இ க் சு
ம ல
அ ண ட
ஊ ர

விடை பல்
மீன்
புகை இலை
கண் சாவி
ஆறு
செடி பாடு

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

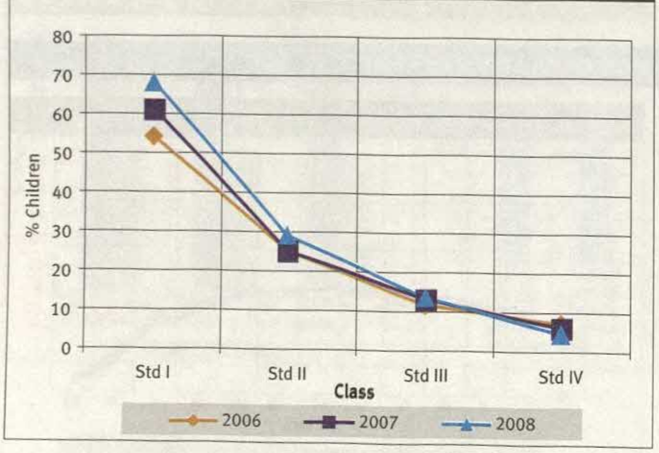
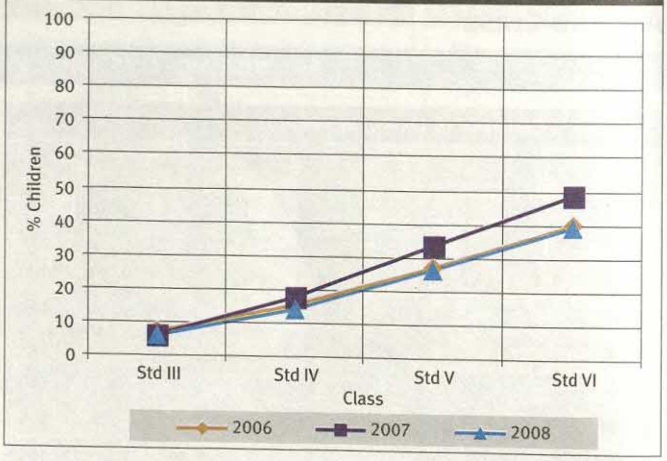


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

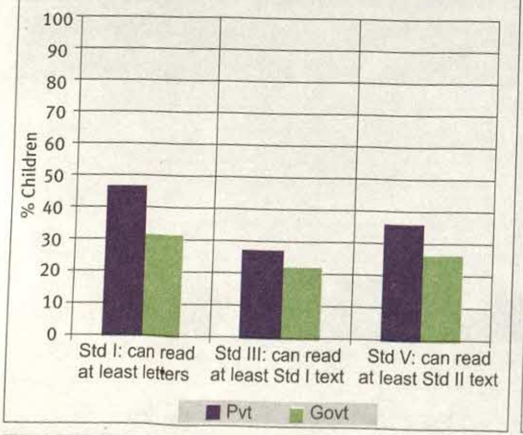
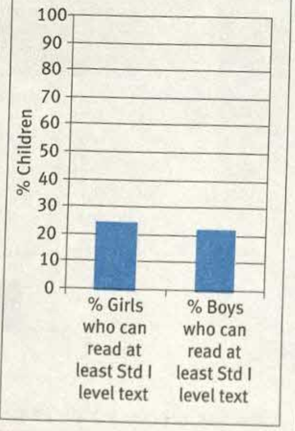
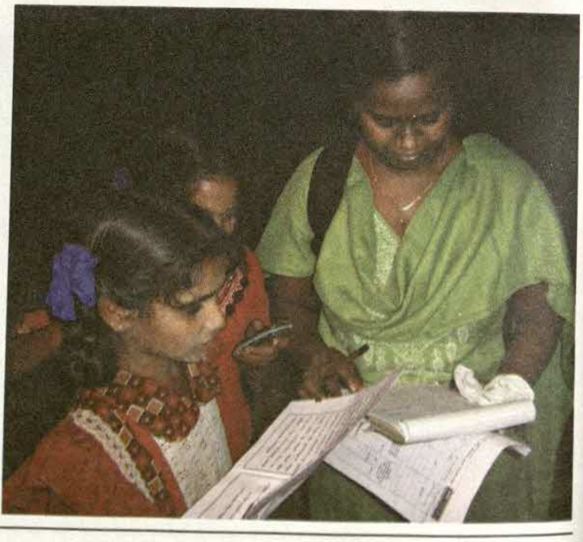


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III





TAMIL NADU *RURAL*

ARITHMETIC LEVEL

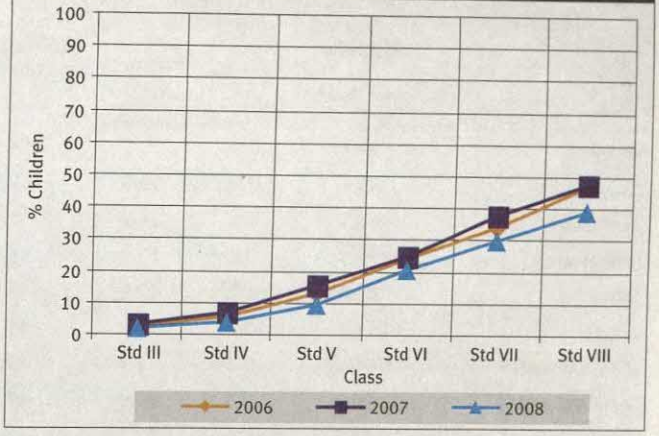
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	53.8	31.1	13.3	0.9	0.9	100
II	21.5	34.1	38.6	4.7	1.2	100
III	9.4	20.7	52.1	15.4	2.5	100
IV	3.5	11.4	52.5	27.0	5.6	100
V	2.3	5.3	38.1	42.1	12.2	100
VI	1.5	3.2	28.8	43.7	22.8	100
VII	1.1	2.5	21.6	41.9	33.0	100
VIII	0.5	1.1	17.2	39.5	41.8	100
TOTAL	10.5	12.7	32.8	28.3	15.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008

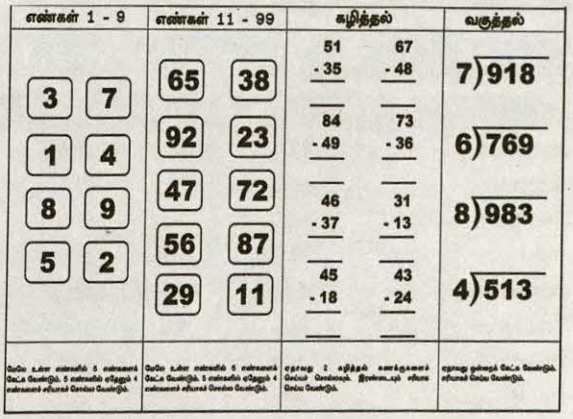


TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	5.0	13.6
II	10.2	28.2
III	20.3	48.5
IV	31.9	62.7
V	51.7	75.4
VI	64.3	83.2
VII	76.1	88.7
VIII	81.9	92.7
TOTAL	45.0	64.0

TESTING TOOL



எண்கள் 1 - 9		எண்கள் 11 - 99		கழித்தல்		வகுத்தல்
		65	38	51 - 35	67 - 48	7)918
3	7	92	23	84 - 49	73 - 36	6)769
1	4	47	72	46 - 37	31 - 13	8)983
8	9	56	87	45 - 18	43 - 24	4)513
5	2	29	11			

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

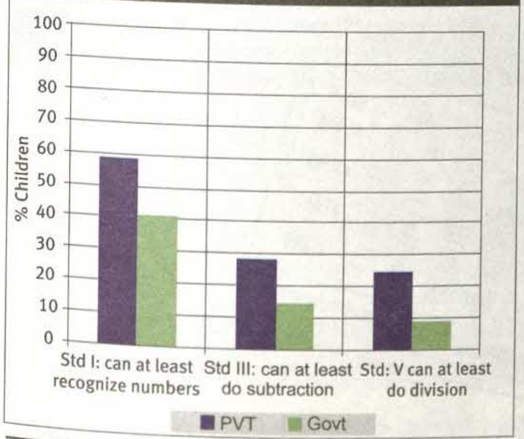
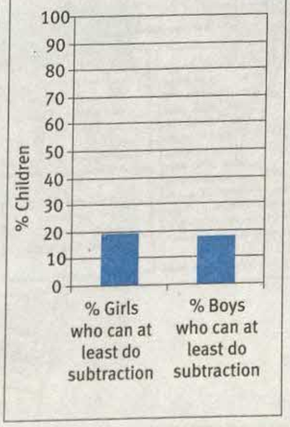


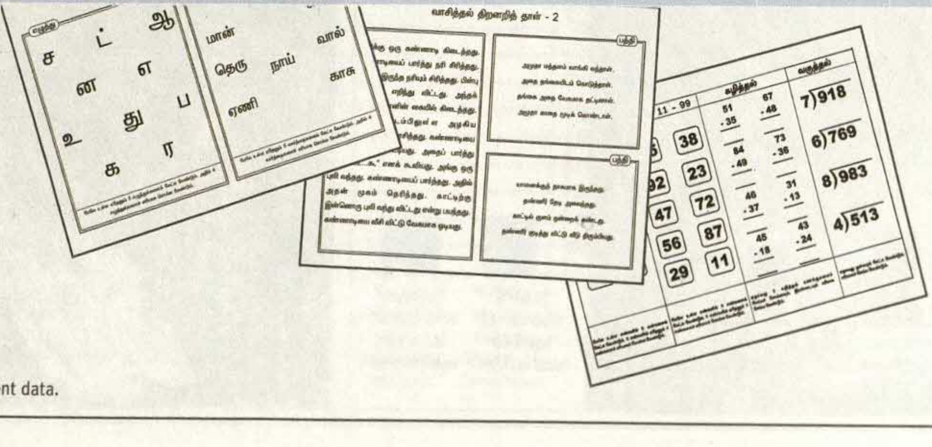
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



TAMIL NADU *RURAL*

PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
	% Children (Age 3-4) in Anganwadi or pre-school	% Children (Age: 6-14) Out of School	% Children (Age: 6-14) in Private school	% Children (Std 1-2) who CAN READ letters, words or more	% Children (Std 1-2) who CAN RECOGNIZE NUMBERS (1-9) or more	% Children (Std 3-5) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std 3-5) who CAN DO SUBTRACTION or more	% Children (Std 3-5) who CAN TELL TIME of both clocks	% Children (Std 3-5) who CAN DO CURRENCY TASKS
Ariyalur	90.7	0.1	14.9	54.5	69.7	31.2	26.5	21.5	61.7
Coimbatore	83.6	0.9	19.6	49.1	58.5	50.2	40.0	32.1	61.1
Cuddalore	88.9	0.8	34.3	51.9	57.3	47.8	40.7	41.3	60.1
Dharmapuri	76.5	0.3	12.2	48.9	55.0	46.9	50.0	47.4	67.5
Dindigul	91.7	1.2	12.5	52.9	63.9	25.3	20.3	25.8	64.7
Erode*		0.6	14.0	55.3	67.0	40.9	34.0	29.5	36.3
Kancheepuram	95.2	0.1	21.3	49.4	58.0	44.4	30.1	32.3	48.1
Kanniyakumari	100.0	0.1	43.0	47.5	57.0	41.5	42.0	36.6	34.1
Karur	89.8	1.5	27.2	58.8	68.7	53.3	39.6	23.0	58.9
Madurai	97.0	1.3	15.4	54.1	59.9	33.9	31.8	33.0	71.1
Nagapattinam	93.2	0.4	17.1	38.6	53.1	32.7	27.5	31.4	65.7
Namakkal	88.1	0.2	20.1	65.1	68.6	48.7	49.0	39.3	60.0
Perambalur	85.0	1.6	27.5	57.9	76.8	35.2	23.3	27.5	69.1
Pudukkottai	96.5	1.3	10.8	46.8	50.5	41.8	25.8	28.0	75.7
Ramanathapuram	93.6	0.4	22.2	60.4	63.5	49.5	46.0	39.9	69.7
Salem*		1.2	26.8	50.0	47.2	31.3	38.0	15.3	18.3
Sivaganga	89.3	0.7	12.8	56.5	59.7	63.9	58.6	65.6	78.2
Thanjavur	90.8	1.0	21.4	43.0	63.0	37.1	17.9	24.0	63.3
The Nilgiris	68.9	0.2	57.6	48.5	52.6	56.6	58.5	76.9	74.4
Theni	88.2	0.5	17.9	41.2	50.0	38.7	32.2	39.3	56.9
Thiruvallur	91.8	0.0	31.1	61.3	74.3	48.5	34.7	42.8	76.8
Thiruvarur	86.8	0.4	16.1	57.1	67.7	32.8	30.5	32.3	62.6
Thoothukkudi	85.7	0.6	36.5	57.1	61.1	67.8	47.5	58.9	78.6
Tiruchirappalli	89.8	0.4	22.5	81.8	88.9	74.0	60.4	57.0	73.9
Tirunelveli	91.0	0.8	32.7	71.5	72.4	65.7	45.3	51.6	57.0
Tiruvannamalai	87.2	0.7	14.4	54.5	65.9	52.3	26.6	26.4	70.4
Vellore	95.9	0.3	18.3	51.1	67.9	48.3	35.1	29.2	82.0
Viluppuram	96.5	0.0	9.4	58.1	60.8	25.9	14.9	24.2	68.1
Virudhnagar	92.3	1.7	25.8	63.0	67.9	56.4	47.0	46.4	71.4
Total	89.4	0.6	20.6	54.7	62.6	45.7	36.3	35.8	63.2


வாசித்தல் திறனறிதல் தாள் - 2
ச ட் ஆ
ன எ
உ து ப
க ர
மான் வால்
தெரு நாய் காசு
ஏணி
11 - 99
38 23 47 56 29
72 87 11
7)918
6)769
8)983
4)513

* Blank cells indicate insufficient data.

TRIPURA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 4 OUT OF 4 DISTRICTS

ENROLLMENT

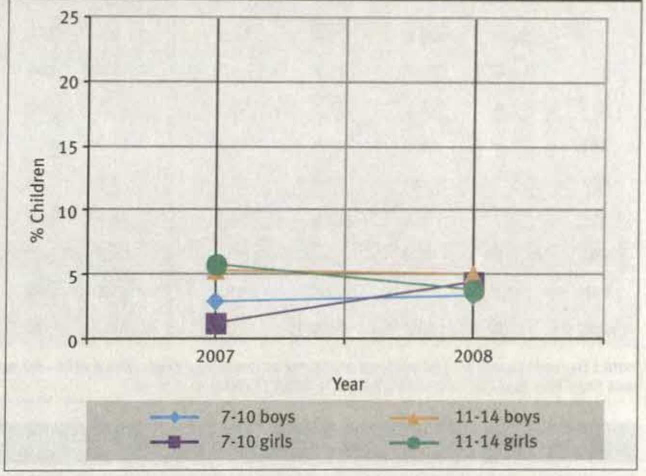
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	93.1	2.4	0.2	4.3	100
AGE: 7-16 ALL	93.0	1.8	0.2	5.1	100
AGE: 7-10 ALL	93.4	2.7	0.2	3.8	100
AGE: 7-10 BOYS	94.4	1.9	0.3	3.4	100
AGE: 7-10 GIRLS	93.4	2.2	0.0	4.4	100
AGE: 11-14 ALL	94.2	1.2	0.2	4.4	100
AGE: 11-14 BOYS	93.3	1.2	0.5	5.1	100
AGE: 11-14 GIRLS	94.9	1.4	0.0	3.8	100
AGE: 15-16 ALL	88.3	1.0	0.0	10.7	100
AGE: 15-16 BOYS	85.6	1.9	0.0	12.6	100
AGE: 15-16 GIRLS	91.1	0.0	0.0	9.0	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

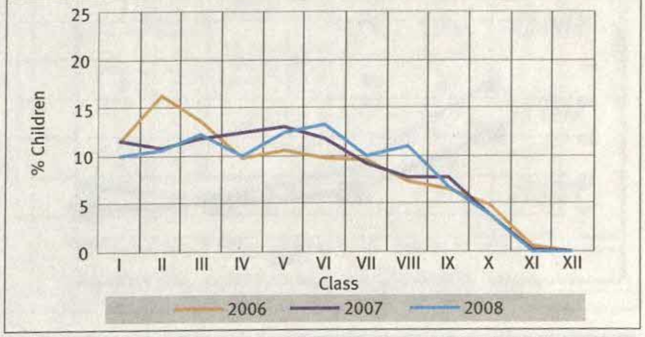
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	1.5	42.9	45.6	6.8	3.2								100
Std II	3.6		32.4	55.2	6.3	2.4							100
Std III	1.5			24.9	58.0	9.2	6.5						100
Std IV	4.6				17.9	61.2	7.3	6.4	2.7				100
Std V	3.2					20.0	58.8	12.1	5.9				100
Std VI	3.1						10.7	60.4	18.7	7.2			100
Std VII	1.3							13.6	62.3	13.6	9.2		100
Std VIII	1.6								8.9	72.2	13.3	4.0	100

How to read the table: In Std III, 92.0% (24.9+58.0+9.2) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 12.1% children in Std III in the ASER sample.

YOUNG CHILDREN

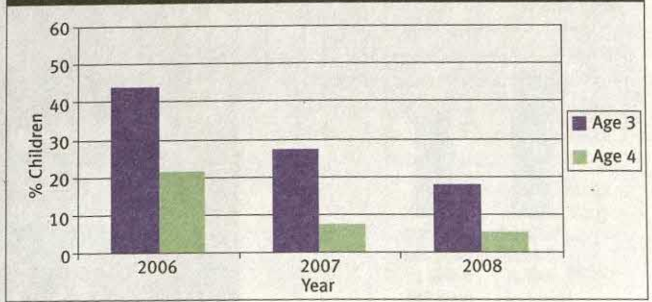
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	82.3				17.8	100
AGE: 4 ALL	94.6				5.5	100
AGE: 5 ALL	73.0	16.8	5.4	0.0	4.8	100
AGE: 6 ALL	31.3	55.2	7.2	0.5	5.8	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Tripura, ASER 2005 covered 1 district. ASER 2006 covered 2 districts. ASER 2007 covered all 4 districts.

TRIPURA *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	32.1	25.8	28.4	12.3	1.3	100
II	11.4	20.6	35.3	24.3	8.4	100
III	3.9	14.2	35.5	35.3	11.1	100
IV	7.6	10.9	24.9	33.7	23.0	100
V	5.2	6.7	20.8	32.6	34.7	100
VI	2.2	5.4	12.4	33.4	46.7	100
VII	0.5	4.3	6.3	30.0	58.8	100
VIII	0.3	0.6	3.8	19.5	75.8	100
TOTAL	7.3	10.6	20.8	28.2	33.2	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

কক আমজাগমুঙ (১)

Std II Level

ঃ কথমা ঃ

আচু মনুনি বাগান' কৗবাংমা বুফাং। আচু বাইথাঙনি য়াগবাই বুফাং কাইয়'। সালবুরুম-ন বুফাংগ তৗয় লুঅ। আচুনি বাগান খুমবাই বুথাইবাই কুপুলুঙ। আচু সালসা বাগান' নারিকৗরা বুফাংনি বৗসা কাইউই তঙগ। কামিনি চৗরায়রগ ফায়ৗয় কৗথৗম বাইখা। জত-ন বুচুনি লগি বাগান' সামুঙ তাংনা মচুংজাগ'। বুচুব' লনখা। কেবা গদাল বাই হা তানখা। কেবা বুফাং বৗসা কাইখা, কেবা খাবরুমুই থাংগৗই তৗয় নাহারখা। কুদিউয় সামুঙ পাইরৗখা। জতনি খুগ' মৗনৗয়মা কফাজাক। আচুব' বেলাই-ন তঙথগজাখা।

Std I Level

ঃ খাকসা ঃ

মালদাঅ থাইচুক মানথগ'।
আ থাইচুক বেলাই কাহাম।
বাবা বাই মালদাঅ থাংনাই।
তঙথগৗই থাইচুক চানাই।

ই য
গ ভ ড
দ ন ব
শ জ

মুসুক	রৗং
হাচাল	চৗরায়
তৗয়কতর	আঙ
থাইলিক	বয়ার
সেংকৗরাক	থৗংমুঙ

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

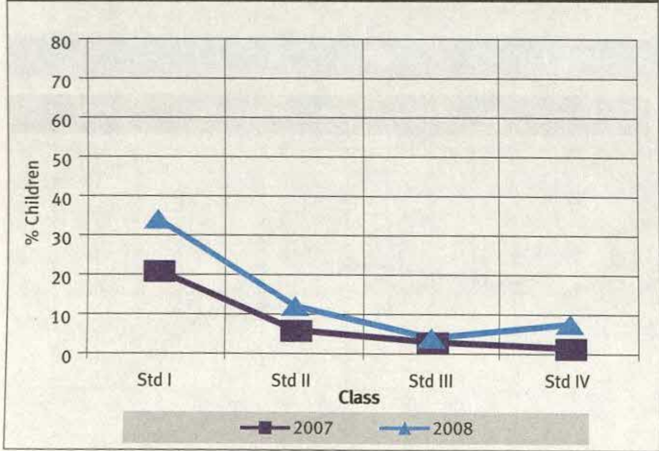
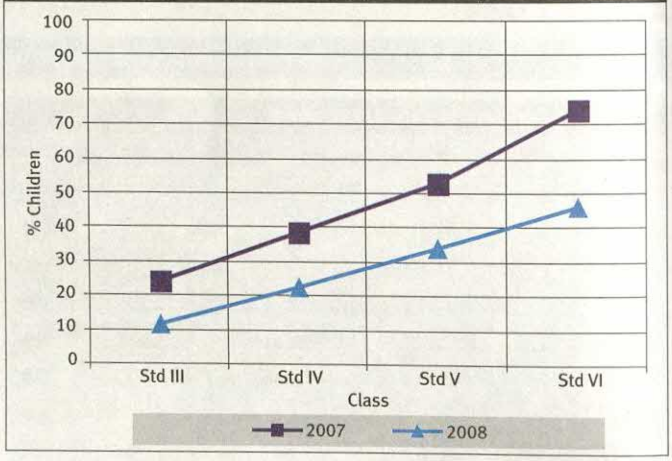


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING AMD ARITHMETIC LEVELS 2008

CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III

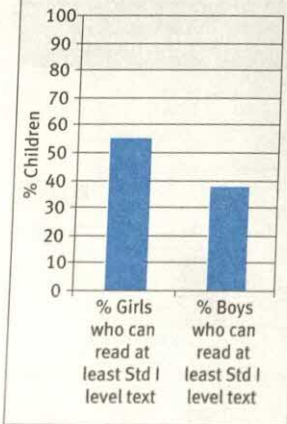
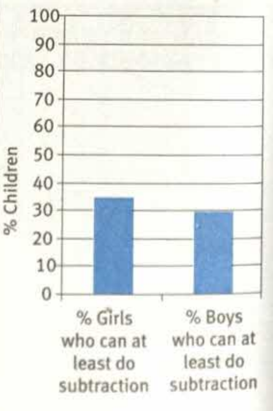


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

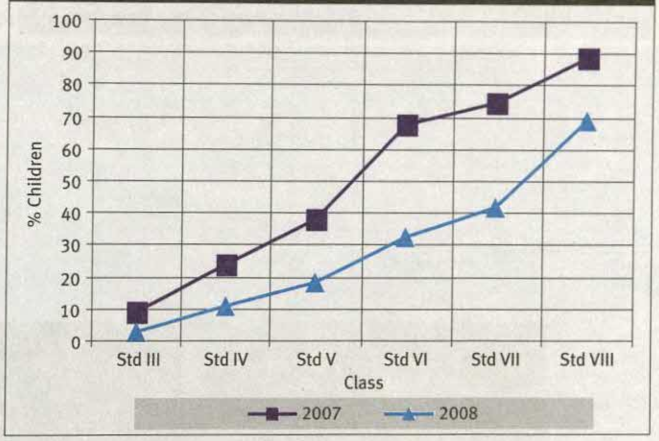
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	33.6	31.8	25.9	7.1	1.7	100
II	10.1	20.8	44.3	20.2	4.7	100
III	3.0	22.3	42.7	29.0	3.0	100
IV	3.7	17.9	30.9	35.6	11.8	100
V	2.7	10.7	25.2	41.9	19.6	100
VI	0.3	4.6	20.3	41.2	33.5	100
VII	0.2	2.9	18.2	35.6	43.1	100
VIII	0.5	1.0	7.5	22.7	68.3	100
TOTAL	6.0	13.5	26.8	30.0	23.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



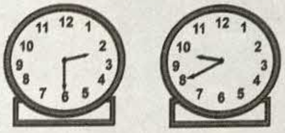
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

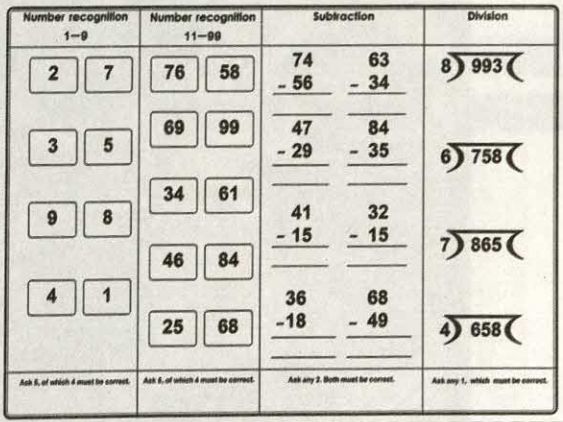
Std.	Tell time	Do currency tasks
I	9.0	30.0
II	19.1	54.5
III	27.8	69.7
IV	41.5	80.8
V	53.9	85.9
VI	71.2	92.3
VII	78.0	94.6
VIII	86.2	97.7
TOTAL	49.5	77.1

TESTING TOOL

Telling Time



Currency Tasks



Number recognition 1–9		Number recognition 11–99		Subtraction		Division
2	7	76	58	74 - 56	63 - 34	8) 993
3	5	69	99	47 - 29	84 - 35	6) 758
9	8	34	61	41 - 15	32 - 15	7) 865
4	1	46	84	36 -18	68 - 49	4) 658
		25	68			
Ask 5, of which 4 must be correct.		Ask 5, of which 4 must be correct.		Ask any 2. Both must be correct.		Ask any 1, which must be correct.

PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Dhalai	80.9	2.5	1.7	82.1	79.3	58.4	51.5	33.7	73.0
North	83.2	2.4	1.6	78.1	75.9	39.4	44.9	33.8	73.3
South	93.1	13.3	1.3	92.2	93.7	75.8	41.2	45.5	65.3
West	96.7	0.8	3.4	74.3	75.7	58.9	48.4	43.8	84.7
Total	90.1	4.3	2.4	78.9	78.8	56.7	47.0	40.8	78.6

Annual Status of Education Report

ASER

2008

Facilitated by PRATHAM

UTTAR PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 69 OUT OF 69 DISTRICTS

ENROLLMENT

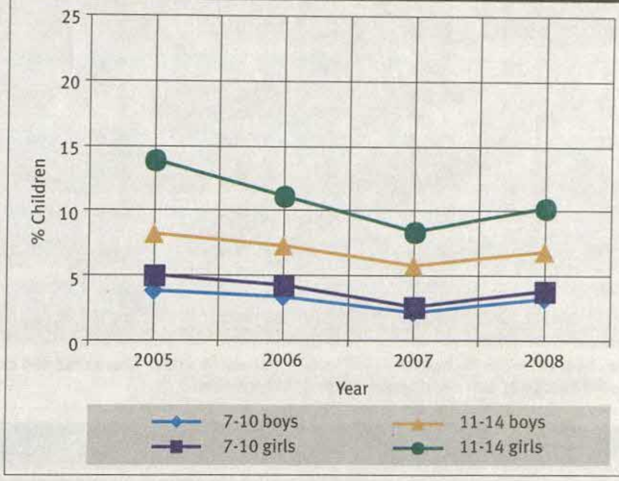
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
AGE: 6 -14 ALL	56.4	35.9	2.1	5.6	100
AGE: 7-16 ALL	54.0	36.2	1.9	8.0	100
AGE: 7-10 ALL	59.5	34.7	2.3	3.5	100
AGE: 7-10 BOYS	55.9	38.7	2.2	3.3	100
AGE: 7-10 GIRLS	63.9	29.8	2.6	3.8	100
AGE: 11-14 ALL	51.9	38.2	1.6	8.3	100
AGE: 11-14 BOYS	50.1	41.7	1.4	6.8	100
AGE: 11-14 GIRLS	54.2	33.8	1.8	10.2	100
AGE: 15-16 ALL	40.2	36.0	1.0	22.8	100
AGE: 15-16 BOYS	43.1	36.3	0.8	19.8	100
AGE: 15-16 GIRLS	36.5	35.7	1.2	26.6	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

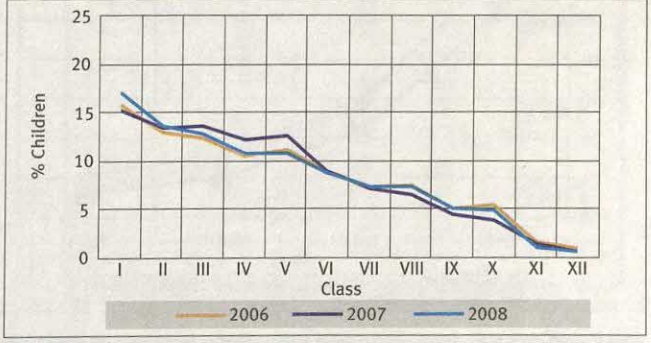
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	24.3	41.7	17.6	9.9	6.5								100
Std II	3.4	14.0	31.2	30.7	7.4	8.2	5.2						100
Std III	4.5		10.6	36.6	21.6	15.3	3.7	4.6	3.0				100
Std IV	1.7		3.7	15.8	24.5	32.2	7.5	9.3	5.4				100
Std V	1.9			6.1	8.3	35.5	20.0	17.2	4.9	6.1			100
Std VI	5.5					14.8	24.0	34.4	11.2	6.7	3.5		100
Std VII	2.0					6.1	8.3	37.1	27.7	12.2	6.7		100
Std VIII	5.9							16.3	31.5	28.9	12.1	5.2	100

How to read the table: In Std III, 73.5% (36.6+21.6+15.3) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 12.9% children in Std III in the ASER sample.

YOUNG CHILDREN

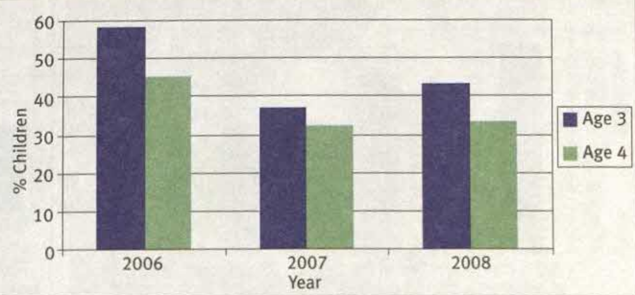
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	56.6				43.5	100
AGE: 4 ALL	66.8				33.2	100
AGE: 5 ALL	24.1	35.8	23.0	2.0	15.2	100
AGE: 6 ALL	4.4	55.1	31.3	2.5	6.6	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Uttar Pradesh, ASER 2005, ASER 2006, ASER 2007 covered all 69 districts.

UTTAR PRADESH *RURAL*

READING LEVEL

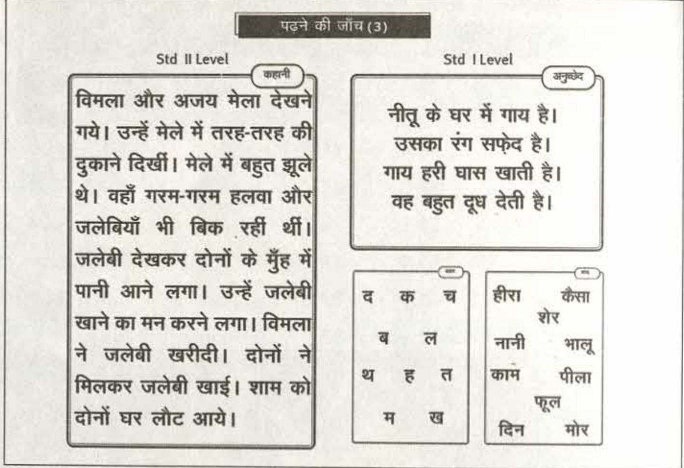
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	50.1	37.2	8.2	2.7	1.9	100
II	22.8	41.1	19.4	9.4	7.4	100
III	12.2	30.1	22.4	18.3	17.1	100
IV	8.0	20.9	17.6	23.0	30.5	100
V	4.9	15.1	14.0	22.5	43.5	100
VI	2.5	9.1	9.6	18.9	59.9	100
VII	1.9	6.3	6.0	16.4	69.4	100
VIII	0.9	3.9	4.2	12.5	78.5	100
TOTAL	16.9	24.0	13.5	14.5	31.2	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



पढ़ने की जॉंच (3)

Std II Level

कहानी

विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रहीं थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

Std I Level

अनुच्छेद

नीतू के घर में गाय है।
उसका रंग सफ़ेद है।
गाय हरी घास खाती है।
वह बहुत दूध देती है।

द क च
ब ल
थ ह त
म ख

हीरा कैसा
शेर
नानी भालू
काम पीला
फूल
दिन मोर

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

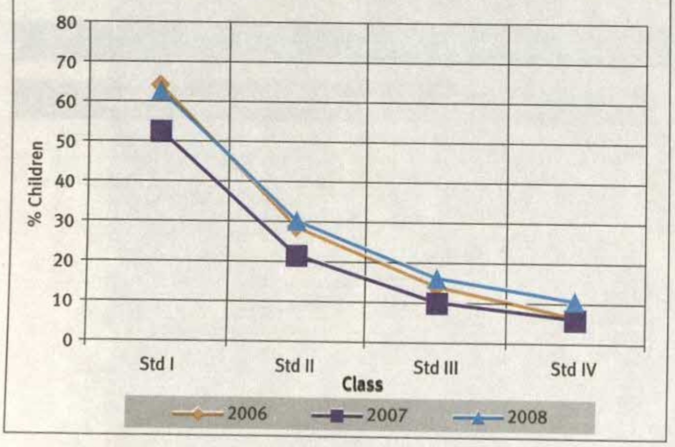
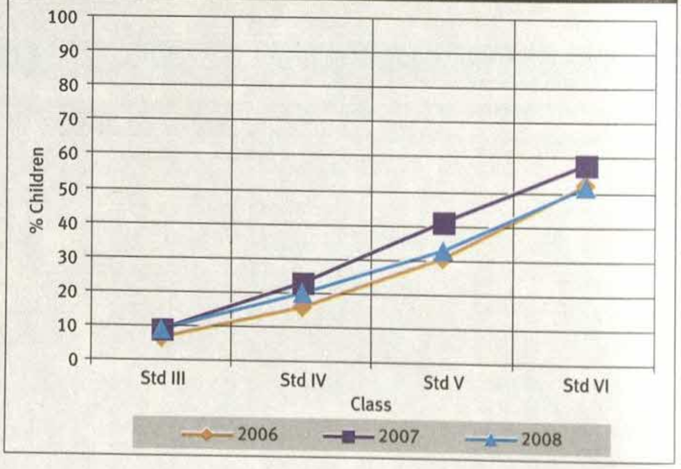


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

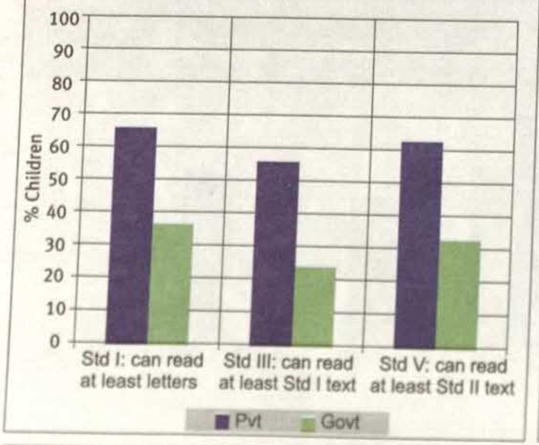
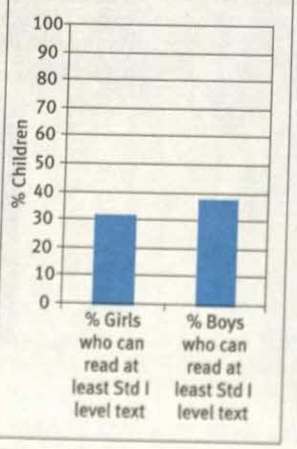


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

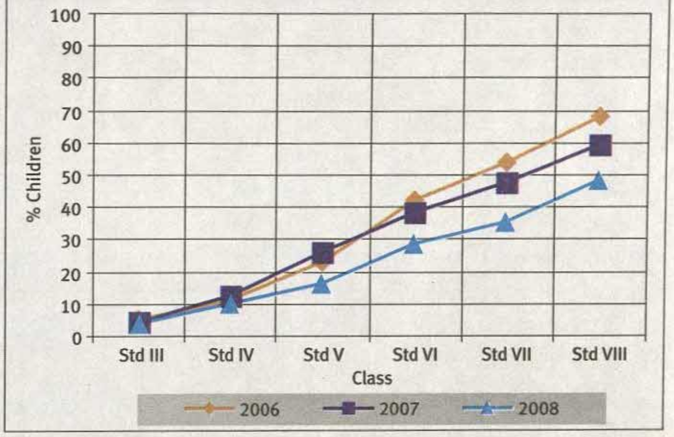
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	51.5	36.5	9.3	1.9	0.9	100
II	23.4	44.2	22.0	7.5	3.0	100
III	11.7	35.7	30.1	15.1	7.4	100
IV	7.3	26.8	29.0	21.4	15.5	100
V	4.6	19.6	27.3	25.1	23.6	100
VI	2.3	12.9	22.0	26.6	36.1	100
VII	1.5	9.7	19.2	26.9	42.8	100
VIII	0.8	5.6	15.0	23.9	54.7	100
TOTAL	17.0	27.2	21.4	16.2	18.2	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



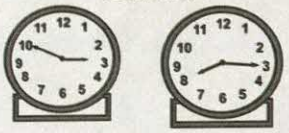
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

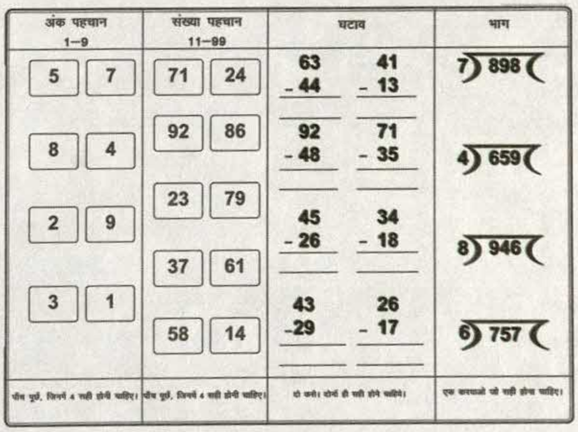
Std.	Tell time	Do currency tasks
I	4.9	19.0
II	14.0	37.7
III	25.2	54.8
IV	37.4	66.7
V	48.9	75.1
VI	62.1	84.1
VII	68.7	88.3
VIII	78.9	92.1
TOTAL	35.7	58.1

TESTING TOOL

Telling Time



Currency Tasks



अंक पहचान 1–9		संख्या पहचान 11–99		घटाव		भाग
5	7	71	24	63 - 44	41 - 13	7) 898 (
8	4	92	86	92 - 48	71 - 35	4) 659 (
2	9	23	79	45 - 26	34 - 18	8) 946 (
3	1	37	61	43 -29	26 - 17	6) 757 (
		58	14			

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

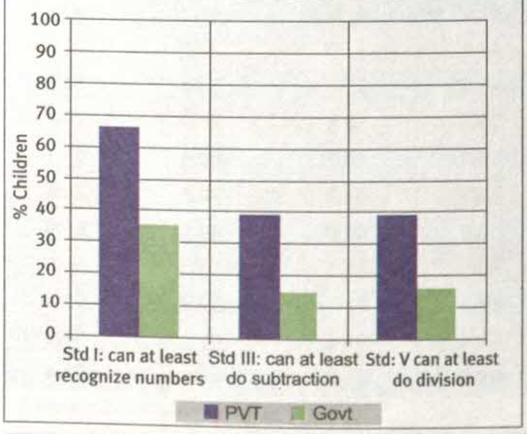
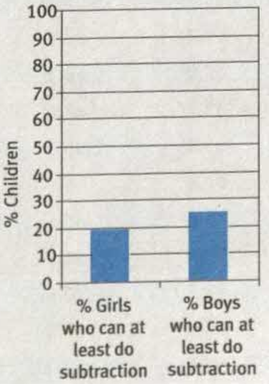


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



UTTAR PRADESH *RURAL*

Annual Status of Education Report
असर ASER 2008 RURAL
Facilitated by PRATHAM

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Agra	49.6	8.5	43.7	56.2	58.2	45.6	35.5	37.9	65.2
Aligarh	72.5	3.8	39.2	55.2	53.5	66.3	48.9	50.2	69.7
Allahabad	57.0	3.9	39.8	52.0	56.6	44.0	28.8	17.1	50.8
AmbedkarNagar	55.7	3.8	43.8	56.6	62.8	50.4	31.5	30.8	68.1
Auraiya	68.1	3.5	31.4	56.3	53.4	39.8	21.0	27.8	54.3
Azamgarh	55.0	5.0	45.4	61.8	59.6	50.0	34.8	19.1	62.0
Baghpat	72.5	2.6	39.3	74.2	76.2	76.3	66.5	55.8	74.5
Bahraich	43.2	16.5	19.4	47.6	49.1	35.4	17.4	29.9	62.6
Ballia	72.6	3.5	37.2	71.0	67.8	65.9	59.2	52.0	76.9
Balrampur	77.3	8.7	25.1	59.3	56.4	27.6	21.7	46.7	60.0
Banda	63.0	3.2	12.1	69.1	64.1	53.5	36.8	47.9	70.7
Barabanki	52.9	10.3	33.6	45.0	49.8	39.5	21.3	23.9	56.0
Bareilly	76.5	5.1	27.5	61.9	62.8	57.2	41.8	52.1	74.9
Basti	53.9	2.9	31.3	53.7	55.8	50.4	34.0	28.2	63.0
Bijnor	90.7	3.6	52.5	77.5	75.9	62.5	46.9	39.8	71.0
Budaun*		6.9	27.4	67.6	64.6	46.1	25.2	54.4	82.0
Bulandshahar	45.7	1.9	35.9	82.4	76.1	67.8	50.2	42.7	59.1
Chandauli	54.4	6.0	28.8	58.1	53.0	45.3	28.4	16.9	50.1
Chitrakoot	92.3	5.9	21.9	60.4	60.4	35.6	23.5	32.7	59.2
Deoria	77.6	3.1	48.0	66.5	63.8	53.7	35.8	27.6	67.2
Etah	67.0	6.3	39.9	46.9	45.8	39.2	28.4	32.9	49.9
Etawah	76.9	3.1	28.3	76.5	71.7	53.2	33.4	33.9	71.2
Faizabad	86.2	2.9	40.9	61.6	66.1	54.5	42.7	32.0	66.5
Farukkhabad	67.0	6.5	32.6	54.5	53.7	36.8	27.5	28.1	51.2
Fatehpur	62.1	8.9	29.7	60.2	52.1	51.3	33.6	37.4	57.6
Firozabad	61.0	4.9	39.0	65.3	63.9	50.1	34.7	32.8	55.9
Gautam Buddha Nagar	58.4	4.3	65.6	69.3	71.0	71.9	53.0	35.1	75.6
Ghaziabad	43.4	2.6	58.6	78.7	83.2	75.5	60.6	50.4	75.4
Ghazipur	91.6	0.3	49.5	70.0	66.9	70.7	53.7	51.7	85.5
Gonda	74.4	3.0	32.3	65.7	67.4	61.2	41.6	44.8	60.4
Gorakhpur	67.0	5.9	42.5	60.2	58.7	42.1	22.9	29.8	61.8
Hamirpur	50.6	4.6	30.6	67.0	68.1	43.2	36.3	33.6	58.3
Hardoi	51.3	7.7	27.7	45.1	47.6	35.8	18.6	22.0	58.9
Hathras	48.7	6.5	35.0	55.4	55.2	56.5	40.7	42.4	63.2
Jalaun	97.1	1.8	34.1	67.6	68.4	51.9	41.3	30.4	70.6
Jaunpur	70.8	2.1	38.1	71.0	65.1	52.9	41.0	42.6	66.0
Jhansi	66.7	2.9	20.0	68.8	66.0	60.5	48.5	52.2	67.6
JyotibaPhuleNagar	63.4	4.7	51.1	71.3	70.6	68.3	48.9	36.2	65.4
Kannauj	80.0	3.6	34.3	66.6	62.3	44.6	34.7	41.3	55.4
KanpurDehat	94.0	5.6	37.3	52.6	52.2	39.9	28.7	18.8	57.4

UTTAR PRADESH *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Kaushambi	36.9	6.9	39.0	65.2	58.5	56.1	40.0	41.8	55.1
Lakhimpur Kheri	54.7	13.5	30.6	53.4	54.1	37.0	22.8	18.2	64.0
Kushinagar	51.2	4.3	42.6	76.1	67.6	62.5	52.3	52.9	73.2
Lalitpur	45.5	3.9	16.3	45.4	38.7	28.4	22.2	37.7	61.9
Lucknow	81.8	9.1	40.4	62.0	64.2	44.7	23.5	26.1	70.8
Mahoba	41.7	4.8	17.5	74.1	72.0	53.2	34.2	52.2	73.5
Maharajganj	68.9	6.7	36.7	59.2	53.7	47.4	29.3	28.0	53.9
Mainpuri	54.6	6.7	38.4	55.9	55.2	37.6	24.7	24.7	50.0
Mathura	41.6	3.2	57.5	67.2	63.3	59.0	43.8	42.7	64.0
Mau	28.9	1.0	29.5	70.2	69.0	56.4	38.2	33.0	77.6
Meerut	83.9	5.4	52.3	73.2	73.7	69.3	45.1	45.2	70.5
Mirzapur	82.2	2.5	23.3	50.0	49.9	47.0	27.8	27.5	51.0
Moradabad	69.4	7.5	44.3	66.1	68.9	55.3	37.7	50.6	78.0
Muzaffarnagar	53.6	7.0	38.9	79.1	79.1	77.2	70.0	65.2	85.3
Pilibhit	67.4	7.6	27.1	54.7	54.7	38.6	31.1	39.1	60.2
Pratapgarh	58.1	2.4	46.4	74.6	70.8	53.4	36.0	33.9	69.8
Rae Bareli	70.3	7.7	31.7	60.4	58.3	39.2	21.1	18.3	61.9
Rampur	70.1	9.7	25.9	73.5	72.6	46.6	22.0	54.6	64.9
Saharanpur	72.1	5.4	46.7	72.0	75.8	67.2	44.5	42.9	70.3
Sant Kabir Nagar	33.0	12.3	33.3	53.7	51.8	48.3	27.9	39.7	68.3
Sant Ravidas NagarBh	53.6	2.4	42.8	60.0	58.2	56.0	44.1	46.5	63.6
Shahjahanpur	51.2	12.9	22.2	53.7	55.7	27.1	16.4	25.4	47.0
Shravasti	43.3	8.5	12.9	44.0	41.8	27.0	18.1	31.0	64.8
Siddharth Nagar	35.9	8.5	18.3	54.6	50.9	39.5	26.2	30.6	63.7
Sitapur	65.8	10.2	24.8	48.2	49.0	30.8	16.5	14.5	56.4
Sonbhadra	45.4	6.5	21.7	65.9	61.9	54.3	28.3	32.1	55.6
Sultanpur	49.7	3.3	46.0	48.7	56.4	42.6	24.7	24.7	67.3
Unnao	65.7	5.6	37.3	61.4	62.6	47.6	36.3	37.6	65.1
Varanasi	51.7	4.0	33.6	73.1	70.0	57.8	37.4	31.4	67.8
Total	62.4	5.6	35.9	62.1	61.1	50.7	35.2	36.5	64.9

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* Blank cells indicate insufficient data.

UTTARAKHAND
WEST BENGAL
DADRA AND NAGAR HAVELI
DAMAN AND DIU
PUDUCHERRY

UTTARAKHAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM 9 OUT OF 13 DISTRICTS

ENROLLMENT

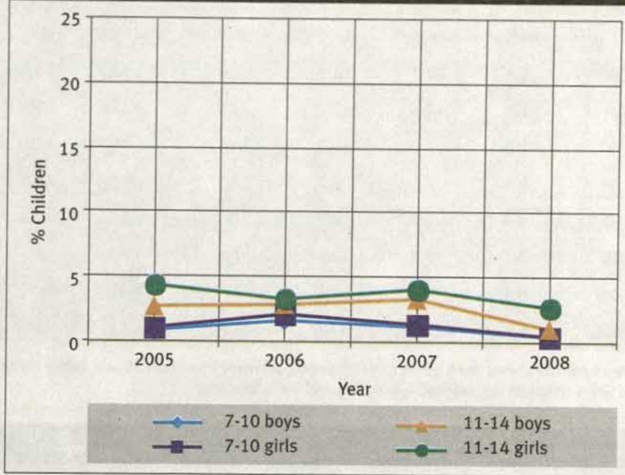
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	70.0	27.9	1.2	1.0	100
AGE: 7-16 ALL	71.8	25.1	1.2	2.0	100
AGE: 7-10 ALL	69.0	29.5	1.0	0.5	100
AGE: 7-10 BOYS	65.6	33.0	1.0	0.5	100
AGE: 7-10 GIRLS	73.2	25.3	1.1	0.5	100
AGE: 11-14 ALL	73.4	23.4	1.4	1.8	100
AGE: 11-14 BOYS	70.8	26.8	1.4	1.1	100
AGE: 11-14 GIRLS	76.6	19.3	1.5	2.7	100
AGE: 15-16 ALL	76.1	15.4	1.1	7.5	100
AGE: 15-16 BOYS	73.0	19.2	1.3	6.6	100
AGE: 15-16 GIRLS	79.6	11.0	0.8	8.6	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

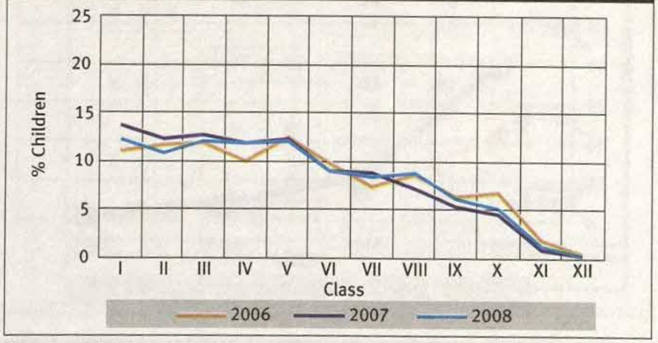
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	35.3	44.2	12.0	8.5									100
Std II	4.7	21.1	42.6	21.6	10.0								100
Std III	4.7		17.1	44.6	19.0	8.8	5.8						100
Std IV	3.6			17.9	35.1	28.4	7.7	7.3					100
Std V	4.4				9.1	43.7	22.4	14.7	5.7				100
Std VI	4.4					13.6	31.5	34.2	10.2	6.0			100
Std VII	4.8						8.9	39.3	25.9	14.0	7.1		100
Std VIII	3.1							14.1	34.9	30.5	12.2	5.2	100

How to read the table: In Std III, 72.3% (44.6+19.0+8.8) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 12.1% children in Std III in the ASER sample.

YOUNG CHILDREN

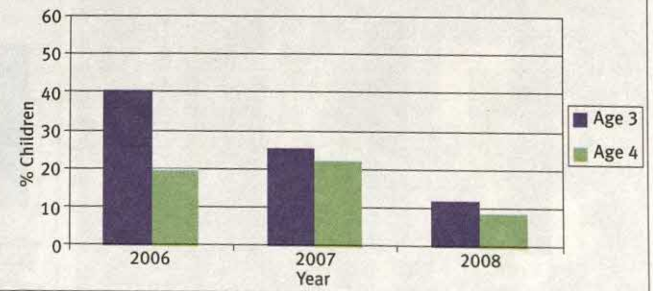
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	88.2				11.8	100
AGE: 4 ALL	91.2				8.9	100
AGE: 5 ALL	32.2	36.9	28.1	1.0	1.9	100
AGE: 6 ALL	7.8	56.1	34.5	0.7	0.9	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Uttarakhand, ASER 2005 covered 11 districts. ASER 2006 covered all 13 districts. ASER 2007 covered all 13 districts.

UTTARAKHAND *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	29.5	44.0	15.0	8.1	3.4	100
II	9.4	29.1	32.3	18.4	10.8	100
III	4.3	13.7	22.7	32.7	26.5	100
IV	2.0	7.5	11.2	30.6	48.7	100
V	0.8	4.1	8.2	19.3	67.6	100
VI	0.5	1.7	4.3	13.4	80.1	100
VII	0.1	2.1	2.9	7.5	87.4	100
VIII	0.1	0.6	1.0	5.1	93.3	100
TOTAL	6.5	14.0	13.0	17.8	48.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

पढ़ने की जाँच (1)

Std II Level

कहानी

विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रहीं थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

Std I Level

अनुच्छेद

सीता पढ़ने जाती है।
लता भी साथ जाती है।
वे शाम को वापस आते हैं।
घर आकर खाना खाते हैं।

म र थ
ह श
ल ब न
क घ

गाना खुश
मोती
पैर झोला
आलू धूप
किला
आग मोर

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

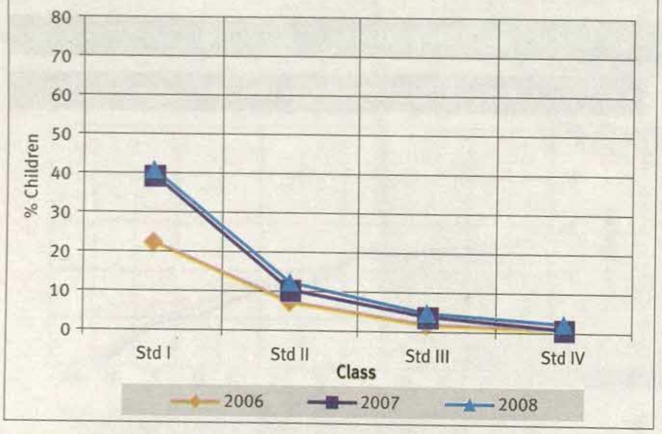
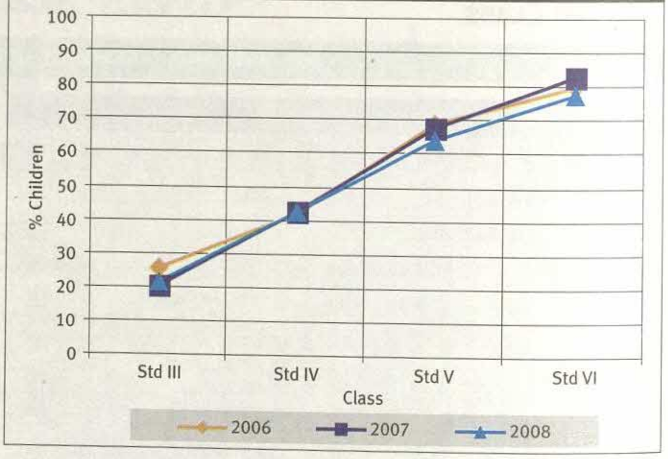


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

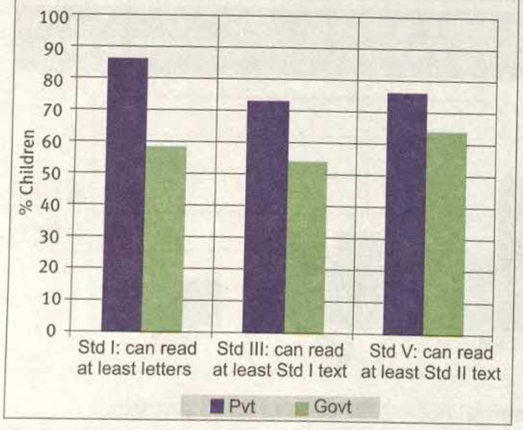
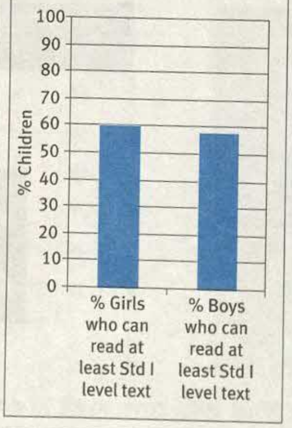


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



ARITHMETIC LEVEL

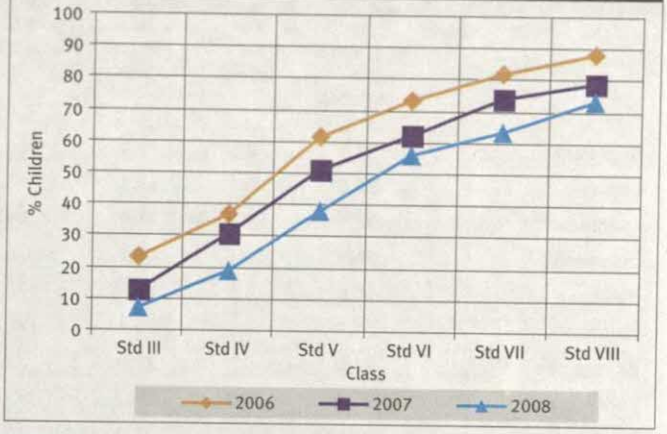
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	29.5	45.7	18.0	5.2	1.6	100
II	10.5	37.3	33.5	15.1	3.5	100
III	4.5	23.2	31.8	29.6	11.0	100
IV	1.8	11.7	23.9	38.1	24.5	100
V	0.9	5.6	17.5	33.3	42.7	100
VI	0.5	3.0	11.8	25.6	59.2	100
VII	0.3	3.5	9.4	20.8	66.1	100
VIII	0.1	1.5	5.1	16.8	76.7	100
TOTAL	6.6	17.8	19.8	23.4	32.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



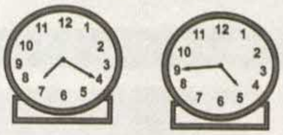
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

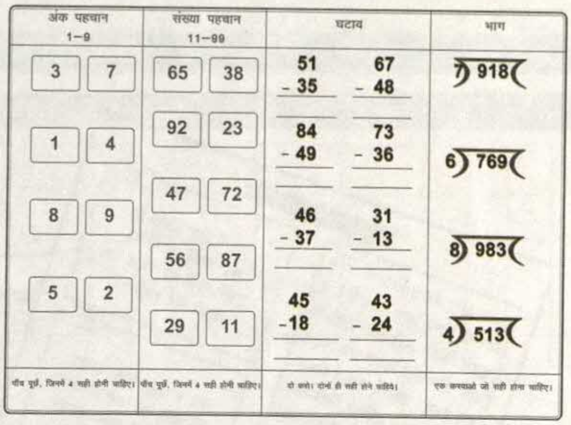
Std.	Tell time	Do currency tasks
I	7.7	23.4
II	20.0	44.0
III	35.4	61.4
IV	48.2	74.9
V	62.1	83.1
VI	72.3	89.5
VII	80.3	91.0
VIII	88.0	92.8
TOTAL	48.9	67.9

TESTING TOOL

Telling Time



Currency Tasks



अंक पहचान 1–9		संख्या पहचान 11–99		घटाव		भाग
3	7	65	38	51 − 35	67 − 48	7) 918(
1	4	92	23	84 − 49	73 − 36	6) 769(
8	9	47	72	46 − 37	31 − 13	8) 983(
5	2	56	87	45 − 18	43 − 24	4) 513(
		29	11			
पाँच पूछें, जिनमें 4 सही होनी चाहिए।		पाँच पूछें, जिनमें 4 सही होनी चाहिए।		दो करो। दोनों ही सही होने चाहिये।		एक करवाओ जो सही होना चाहिए।

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

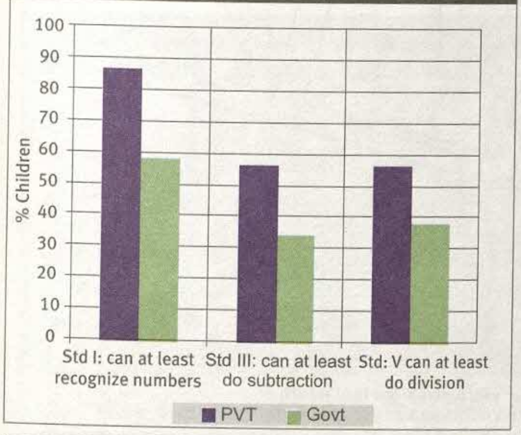
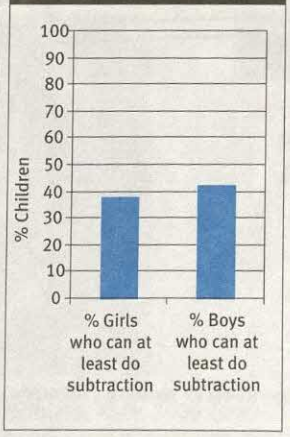


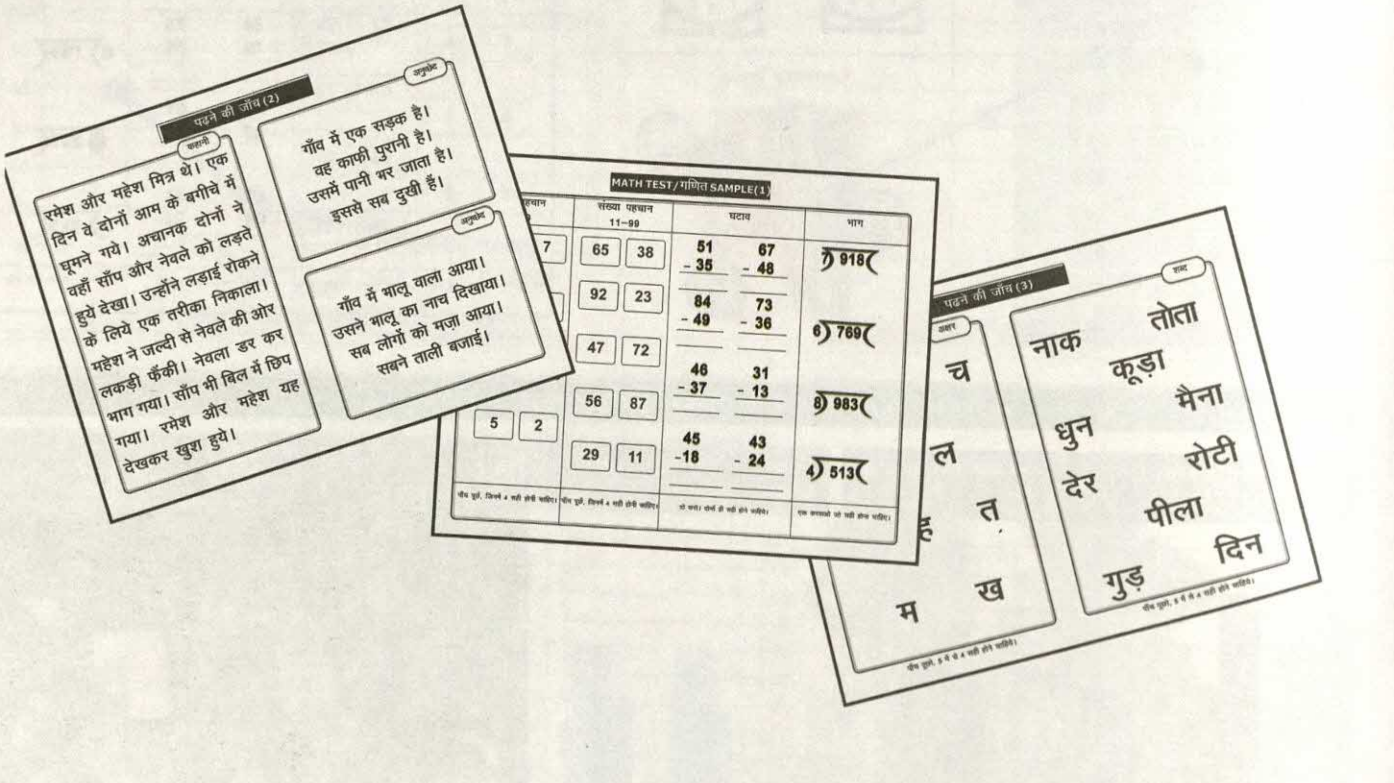
CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



UTTARAKHAND *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Bageshwar	98.6	0.6	15.4	84.4	83.8	80.0	58.2	52.3	73.9
Chamoli	58.6	0.3	13.1	82.4	79.6	79.1	61.2	48.7	69.7
Champawat	98.5	1.0	21.9	89.9	89.5	82.4	68.0	65.1	93.3
Dehradun	94.3	1.2	43.3	76.8	79.3	68.2	54.1	32.3	72.0
Haridwar	90.8	0.8	39.9	75.0	75.2	68.3	56.1	57.6	81.4
Nainital	73.9	2.3	20.2	76.0	76.4	76.1	57.3	54.4	75.6
Pithoragarh	91.1	0.3	21.6	79.4	74.4	80.5	61.1	53.2	73.6
Rudraprayag	95.3	0.2	19.0	77.2	75.8	76.7	61.6	53.9	69.9
Tehri Garhwal*		0.6	22.5	80.5	78.6	76.3	55.6	32.1	69.7
Total	89.8	1.0	27.9	79.8	79.4	75.2	59.8	48.7	73.2



पढ़ने की जाँच (2)

कहानी

रमेश और महेश मित्र थे। एक दिन वे दोनों आम के बगीचे में घूमने गये। अचानक दोनों ने वहाँ साँप और नेवले को लड़ते हुये देखा। उन्होंने लड़ाई रोकने के लिये एक तरीका निकाला। महेश ने जल्दी से नेवले की ओर लकड़ी फेंकी। नेवला डर कर भाग गया। साँप भी बिल में छिप गया। रमेश और महेश यह देखकर खुश हुये।

अनुच्छेद

गाँव में एक सड़क है।
वह काफी पुरानी है।
उसमें पानी भर जाता है।
इससे सब दुखी हैं।

अनुच्छेद

गाँव में भालू वाला आया।
उसने भालू का नाच दिखाया।
सब लोगों को मज़ा आया।
सबने ताली बजाई।

MATH TEST/गणित SAMPLE(1)

संख्या पहचान 11–99		घटाव		भाग
65	38	51 − 35	67 − 48	7) 918(
92	23	84 − 49	73 − 36	6) 769(
47	72	46 − 37	31 − 13	8) 983(
56	87	45 − 18	43 − 24	4) 513(
29	11			

पढ़ने की जाँच (3)

अक्षर

च
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ख

शब्द

नाक
तोता
कूड़ा
मैना
धुन
रोटी
देर
पीला
गुड़
दिन

As of January 1, 2009 data was available for 9 out of 13 districts in Uttarakhand. Data for remaning 4 districts will be included in the final report.
* Blank cells indicate insufficient data.

WEST BENGAL *RURAL*

ALL ANALYSIS BASED ON DATA FROM 17 OUT OF 17 DISTRICTS

ENROLLMENT

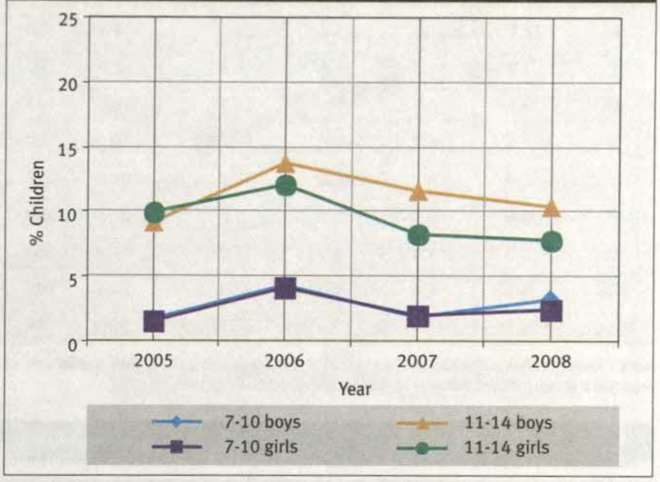
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	86.2	5.3	2.8	5.7	100
AGE: 7-16 ALL	84.2	4.0	2.8	9.0	100
AGE: 7-10 ALL	87.3	7.0	2.8	2.9	100
AGE: 7-10 BOYS	85.8	8.0	2.9	3.2	100
AGE: 7-10 GIRLS	88.7	6.0	2.7	2.5	100
AGE: 11-14 ALL	86.0	2.0	2.9	9.1	100
AGE: 11-14 BOYS	84.3	2.5	2.8	10.4	100
AGE: 11-14 GIRLS	87.7	1.6	3.0	7.7	100
AGE: 15-16 ALL	71.0	1.5	2.6	25.0	100
AGE: 15-16 BOYS	69.6	1.4	1.8	27.3	100
AGE: 15-16 GIRLS	72.6	1.6	3.5	22.3	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

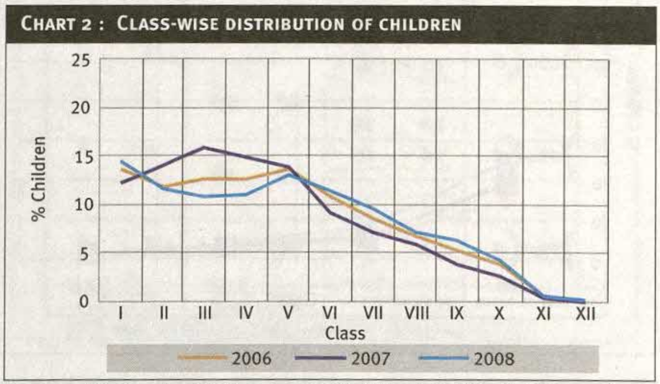
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	24.8	40.7	20.1	8.7	5.9								100
Std II	2.6	13.8	34.2	31.5	9.1	8.8							100
Std III	4.0		13.2	37.9	24.2	12.4	3.2	5.0					100
Std IV	3.3			13.5	27.9	32.6	9.1	8.2	5.5				100
Std V	2.9				7.7	35.3	26.2	18.4	6.1	3.6			100
Std VI	3.1					6.5	22.4	39.5	15.6	9.7	3.2		100
Std VII	2.1						5.1	27.3	32.5	22.1	7.3	3.6	100
Std VIII	1.7							9.3	28.2	40.9	14.2	5.9	100

How to read the table: In Std III, 74.6% (37.9+24.2+12.4) children are in age range 8 to 10.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 10.7% children in Std III in the ASER sample.

YOUNG CHILDREN

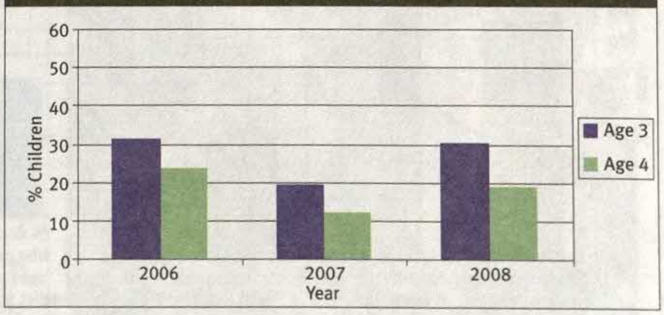
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School Govt.	 Pvt.	 Other School	Not going anywhere	Total
AGE: 3 ALL	69.6				30.4	100
AGE: 4 ALL	81.1				18.9	100
AGE: 5 ALL	42.6	38.2	9.0	2.5	7.7	100
AGE: 6 ALL	10.3	72.9	11.8	1.8	3.2	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In West Bengal, ASER 2005 covered 14 districts. ASER 2006 covered 16 districts. ASER 2007 covered all 17 districts.

WEST BENGAL *RURAL*

READING LEVEL

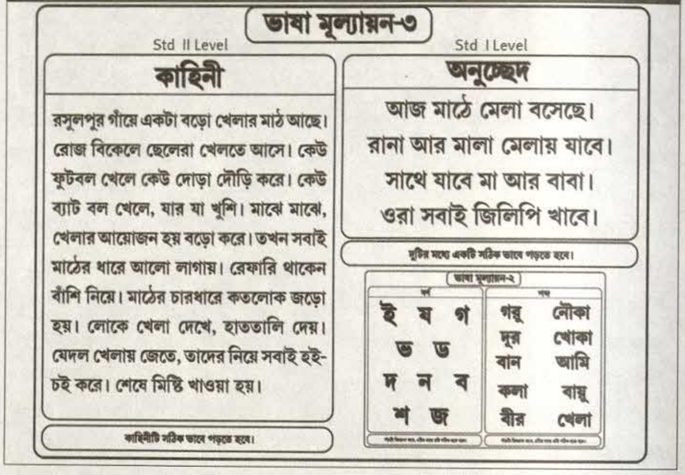
READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	22.7	41.0	25.6	6.5	4.1	100
II	7.7	32.3	32.5	18.6	8.9	100
III	3.7	17.3	29.2	31.2	18.6	100
IV	1.5	9.3	20.6	31.7	36.9	100
V	1.3	4.2	13.0	37.0	44.5	100
VI	0.8	2.5	7.5	26.8	62.4	100
VII	0.3	1.1	3.3	18.0	77.3	100
VIII	0.6	0.4	1.5	11.4	86.1	100
TOTAL	5.7	15.2	17.8	22.8	38.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL



ভাষা মূল্যায়ন-৩

Std II Level

কাহিনী

রসুলপুর গাঁয়ে একটা বড়ো খেলার মাঠ আছে। রোজ বিকেলে ছেলেরা খেলতে আসে। কেউ ফুটবল খেলে কেউ দোড়া দৌড়ি করে। কেউ ব্যাট বল খেলে, যার যা খুশি। মাঝে মাঝে, খেলার আয়োজন হয় বড়ো করে। তখন সবাই মাঠের ধারে আলো লাগায়। রেফারি থাকেন বাঁশি নিয়ে। মাঠের চারধারে কতলোক জড়ো হয়। লোকে খেলা দেখে, হাততালি দেয়। যেদল খেলায় জেতে, তাদের নিয়ে সবাই হই-চই করে। শেষে মিষ্টি খাওয়া হয়।

কাহিনীটি সঠিক ভাবে পড়তে হবে।

Std I Level

অনুচ্ছেদ

আজ মাঠে মেলা বসেছে।
রানা আর মালা মেলায় যাবে।
সাথে যাবে মা আর বাবা।
ওরা সবাই জিলিপি খাবে।

দুটির মধ্যে একটি সঠিক ভাবে পড়তে হবে।

ভাষা মূল্যায়ন-২

বর্ণ			শব্দ	
ই	য	গ	গরু	নৌকা
ভ	ড		দুর	খোকা
			বান	আমি
দ	ন	ব	কলা	বায়ু
শ	জ		বীর	খেলা

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

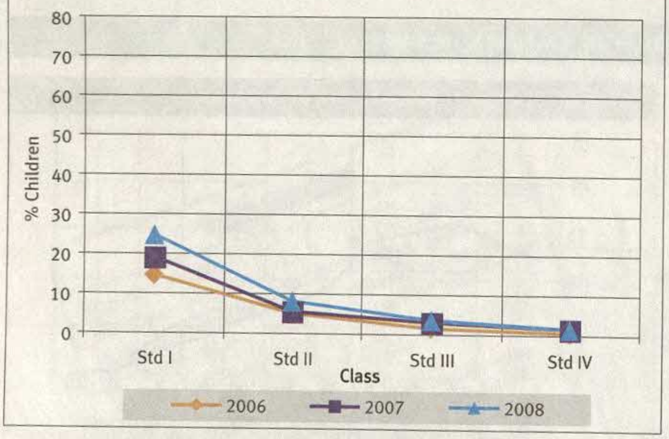
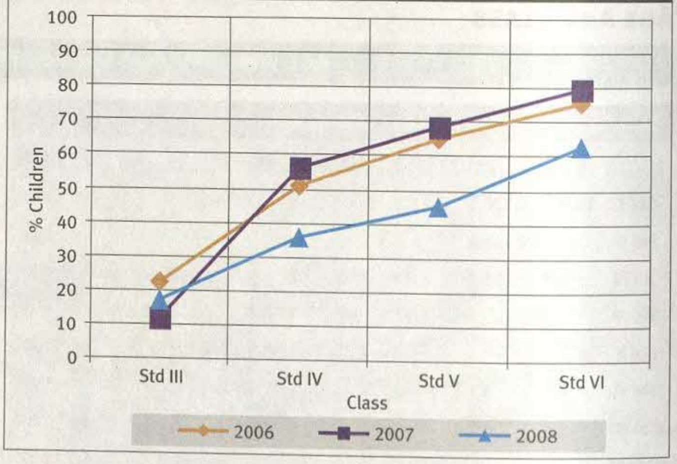


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

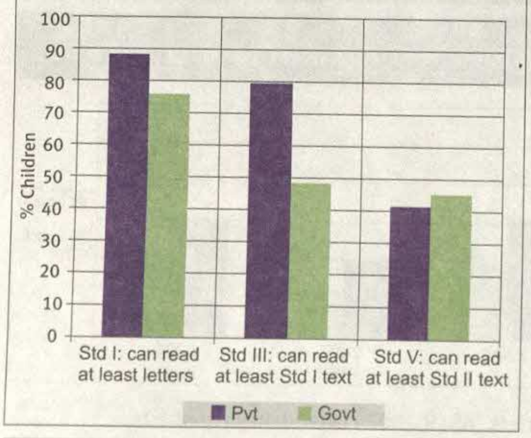
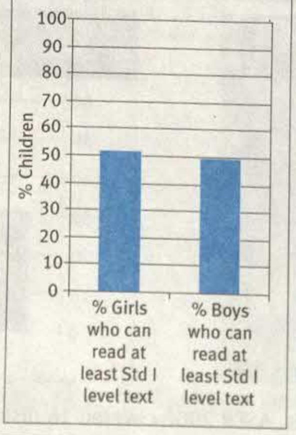


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



WEST BENGAL *RURAL*

ARITHMETIC LEVEL

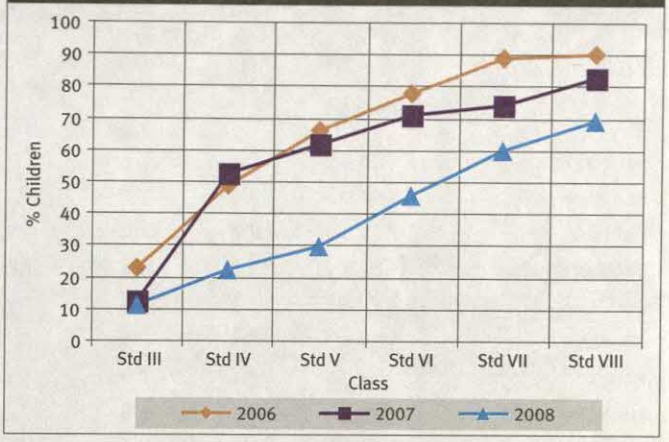
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	22.1	49.0	21.2	5.5	2.2	100
II	6.4	39.0	33.5	16.4	4.7	100
III	3.4	24.2	32.4	27.4	12.5	100
IV	1.1	12.9	30.0	32.3	23.7	100
V	1.0	6.5	24.7	38.5	29.4	100
VI	0.7	3.3	17.5	33.6	45.0	100
VII	0.4	1.8	10.7	28.8	58.3	100
VIII	0.5	0.6	8.7	21.4	68.8	100
TOTAL	5.3	19.2	23.1	25.1	27.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



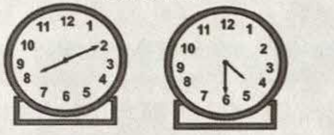
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

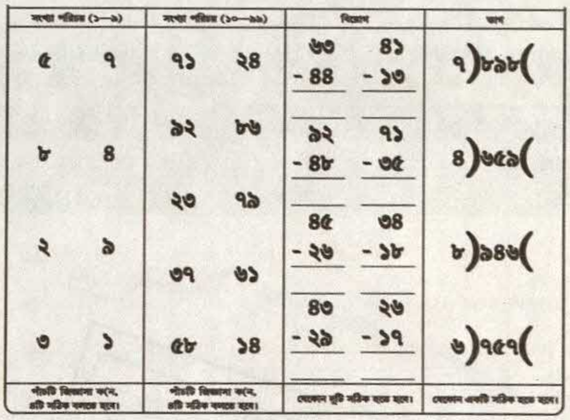
Std.	Tell time	Do currency tasks
I	5.2	23.6
II	10.7	44.2
III	23.1	61.8
IV	34.9	75.4
V	50.1	83.3
VI	65.8	90.0
VII	76.5	93.3
VIII	83.9	95.0
TOTAL	40.1	67.8

TESTING TOOL

Telling Time



Currency Tasks



সংখ্যা পরিচয় (১—৯)		সংখ্যা পরিচয় (১০—৯৯)		বিয়োগ		ভাগ
৫	৭	৭১	২৪	৬৩ - ৪৪	৪১ - ১৩	৭)৮৯৮(
৮	৪	৯২	৮৬	৯২ - ৪৮	৭১ - ৩৫	৪)৬৫৯(
		২৩	৭৯			
২	৯			৪৫ - ২৬	৩৪ - ১৮	৮)৯৪৬(
		৩৭	৬১			
৩	১	৫৮	১৪	৪৩ - ২৯	২৬ - ১৭	৬)৭৫৭(
পাঁচটি জিজ্ঞাসা করে, ৪টি সঠিক বলতে হবে।		পাঁচটি জিজ্ঞাসা করে, ৪টি সঠিক বলতে হবে।		যেকোন দুটি সঠিক হতে হবে।		যেকোন একটি সঠিক হতে হবে।

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

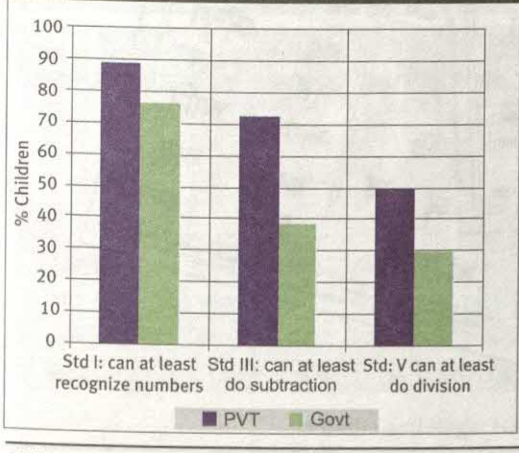
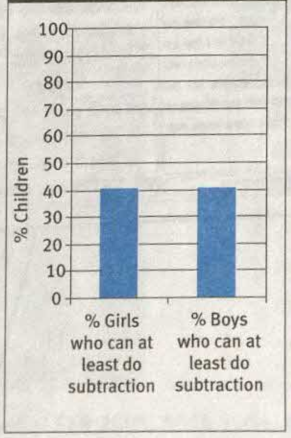


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



WEST BENGAL *RURAL*

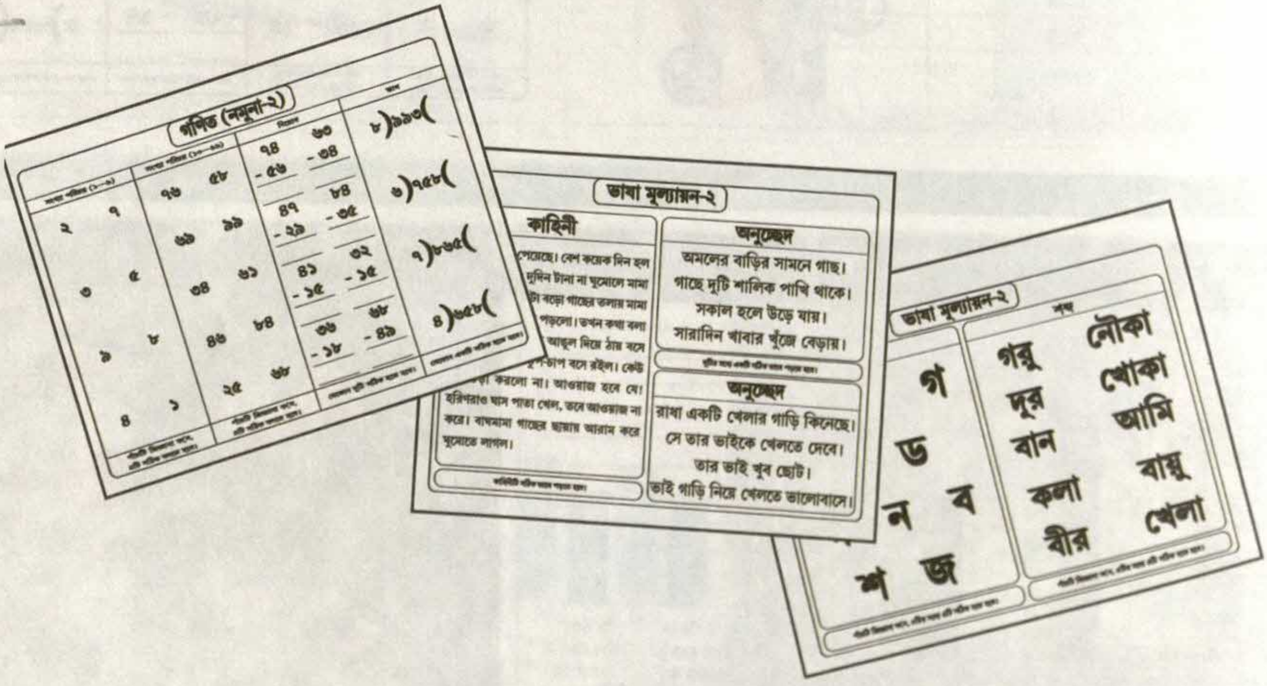
PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Bankura	68.0	7.3	1.6	79.9	77.6	64.0	53.1	32.9	74.7
Barddhaman	80.6	3.6	1.3	93.1	92.6	80.9	69.7	43.6	72.6
Birbhum	72.5	9.7	1.4	73.7	73.1	58.4	44.3	33.5	64.7
Dakshin Dinajpur	87.5	3.6	5.7	82.5	84.1	65.4	60.5	43.2	68.8
Darjeeling	72.6	2.2	29.1	95.0	97.2	73.3	64.3	58.1	87.2
Howrah	86.3	5.4	2.9	87.2	88.0	77.8	60.1	42.6	81.8
Hoogli	84.3	4.1	2.4	91.1	93.8	68.8	56.0	36.2	72.5
Jalpaiguri	62.8	3.4	6.8	77.5	84.1	59.9	48.6	31.0	81.8
Cooch Behar	59.8	1.5	6.5	88.6	88.1	67.0	52.2	33.5	70.3
Maldah	73.2	7.4	16.0	76.6	76.6	60.3	49.0	40.1	75.7
Medinipur	79.5	5.5	4.6	86.2	87.1	82.6	75.1	42.6	74.2
Murshidabad	79.3	4.3	2.9	85.2	87.4	58.5	47.8	40.1	64.4
Nadia	90.1	7.7	2.3	88.2	87.6	62.6	48.0	33.0	68.8
North 24 -Parganas	82.6	2.2	4.4	91.4	93.8	68.6	52.3	33.7	81.4
Puruliya	61.2	11.8	8.8	73.0	73.7	53.6	54.5	35.7	70.3
South 24-Parganas	73.0	7.4	5.7	91.0	89.4	75.9	55.9	29.1	85.5
Uttar Dinajpur	63.4	9.5	4.2	66.3	68.1	51.1	33.1	23.1	72.2
Total	75.9	5.7	5.3	84.0	84.8	67.7	55.5	36.9	74.0

2007

Jal

Puv


গণিত (নমুনা-২)

ভাষা মূল্যায়ন-২

কাহিনী

অনুচ্ছেদ

অমলের বাড়ির সামনে গাছ।
গাছে দুটি শালিক পাখি থাকে।
সকাল হলে উড়ে যায়।
সারাদিন খাবার খুঁজে বেড়ায়।

অনুচ্ছেদ

রাধা একটি খেলার গাড়ি কিনেছে।
সে তার ভাইকে খেলতে দেবে।
তার ভাই খুব ছোট।
তাই গাড়ি নিয়ে খেলতে ভালোবাসে।

ভাষা মূল্যায়ন-২

গ ড ন ব শ জ

গরু নৌকা
দুর খোকা
বান আমি
কলা বায়ু
বীর খেলা

DADRA AND NAGAR HAVELI *RURAL*

ALL ANALYSIS BASED ON DATA FROM 1 OUT OF 1 DISTRICT

ENROLLMENT

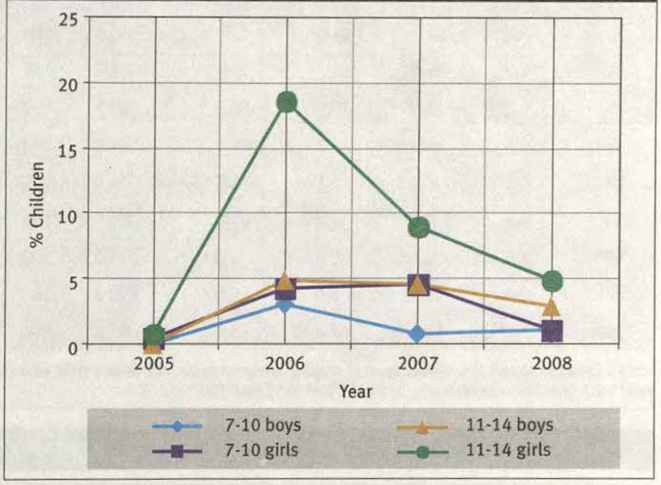
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	87.2	10.1	0.5	2.2	100
AGE: 7-16 ALL	86.8	9.7	0.2	3.3	100
AGE: 7-10 ALL	86.9	11.7	0.3	1.1	100
AGE: 7-10 BOYS	87.4	11.0	0.6	1.1	100
AGE: 7-10 GIRLS	86.5	12.4	0.0	1.0	100
AGE: 11-14 ALL	88.5	7.3	0.3	3.9	100
AGE: 11-14 BOYS	87.8	8.7	0.6	2.9	100
AGE: 11-14 GIRLS	89.0	6.0	0.0	5.0	100
AGE: 15-16 ALL	79.6	10.8	0.0	9.7	100
AGE: 15-16 BOYS	Insufficient Data				
AGE: 15-16 GIRLS	Insufficient Data				

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

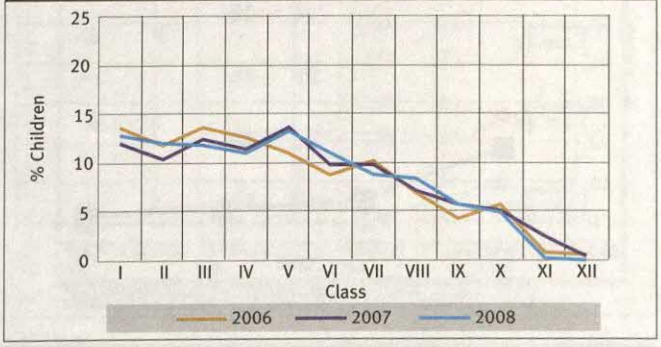
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	19.5	63.6	16.1	0.9									100
Std II	0.9	5.5	53.6	36.4	0.9	2.7							100
Std III	1.0		5.7	43.8	44.8	4.8							100
Std IV	0.0			4.0	40.4	47.5	5.1	3.0					100
Std V	1.7					37.5	50.0	8.3	2.5				100
Std VI	0.0					5.9	26.7	58.4	6.9	2.0			100
Std VII	0.0						4.9	30.9	49.4	13.6	1.2		100
Std VIII	0.0							5.6	41.7	41.7	9.7	1.4	100

How to read the table: In Std III, 94.3% (5.7+43.8+44.8) children are in age range 7 to 9.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 11.9% children in Std III in the ASER sample.

YOUNG CHILDREN

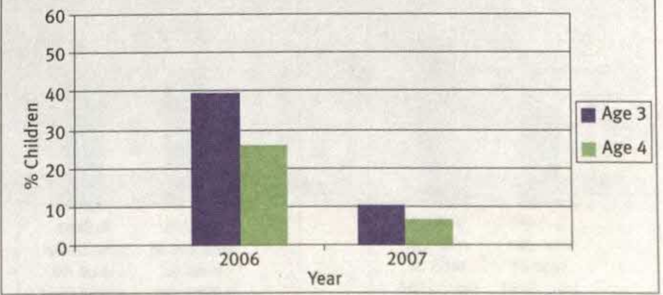
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School			Not going anywhere	Total
		Govt.	Pvt.	Other School		
AGE: 3 ALL	Insufficient Data					
AGE: 4 ALL	90.4				9.6	100
AGE: 5 ALL	48.3	36.2	6.9	0.0	8.6	100
AGE: 6 ALL	1.2	81.9	14.5	2.4	0.0	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Dadra and Nagar Haveli, ASER 2005, ASER 2006, ASER 2007 covered all districts.

DADRA AND NAGAR HAVELI *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	10.2	62.7	18.6	3.4	5.1	100
II	0.0	14.6	60.9	10.9	13.6	100
III	0.0	2.9	38.5	38.5	20.2	100
IV	0.0	3.0	2.0	45.5	49.5	100
V	0.0	1.7	3.3	16.7	78.3	100
VI	0.0	0.0	2.0	17.8	80.2	100
VII	1.2	0.0	0.0	2.5	96.3	100
VIII	0.0	1.4	0.0	5.6	93.1	100
TOTAL	1.6	12.3	17.0	18.0	51.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

Std II Level

અમારા ઘરમાં દાદી બધાંથી વહેલા ઊઠે છે.
દાદા પણ વહેલા ઉઠે.
બન્ને રોજ સવારે ચાલીને મંદિરે જાય.
દાદા અને દાદી રોજ મંદિરમાં જઈને પૂજા
કરે છે.
દાદી ફૂલ ચૂંટીને તેની માળા બનાવે છે.
દાદા અને દાદી ભગવાનની ભક્તિ કરે છે.
હું પણ ઘણી વખત બન્નેની સાથે ચાલતો
મંદિરે જાઉં છું.
મંદિર જઈને દાદાની સાથે એક શ્લોક બોલું
છું.

Std I Level

ગીતા મારી બહેન છે.
ખૂબ સુંદર એની આંખો.
ગીતા લીલા લીલા શાકભાજી ખાય.
રોજ તે ખાતી જાય.

ર ગ વ
ઘ ખ
ઝ જ થ
ત શ

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

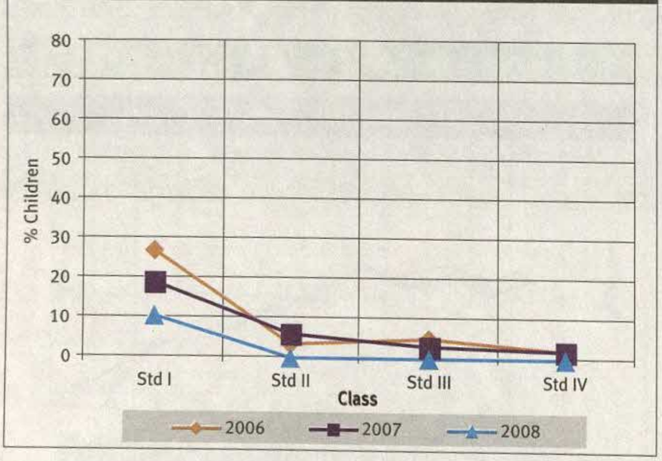
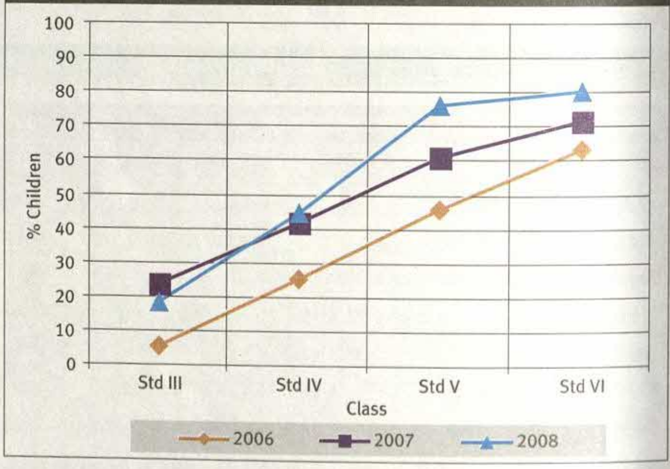


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING AND ARITHMETIC LEVELS 2008

CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III

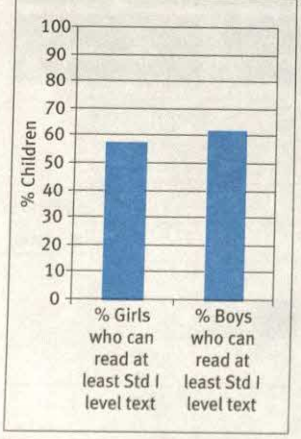
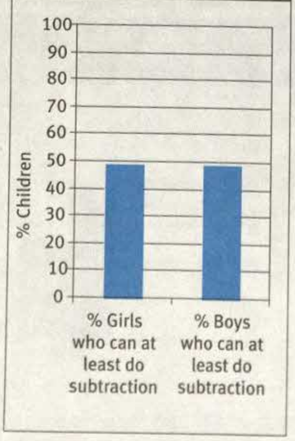
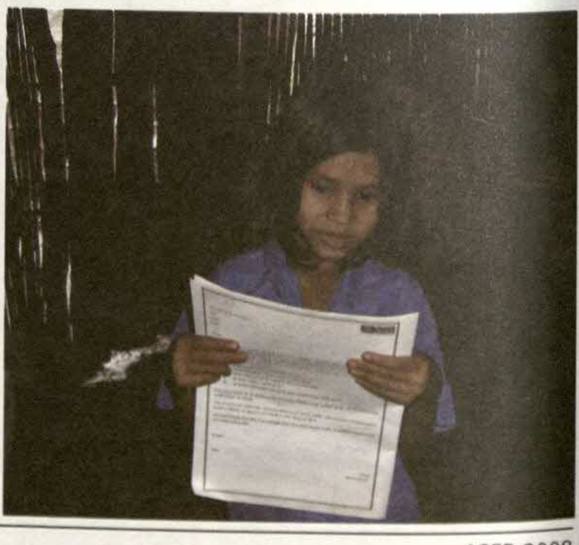


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III





DADRA AND NAGAR HAVELI *RURAL*

ARITHMETIC LEVEL

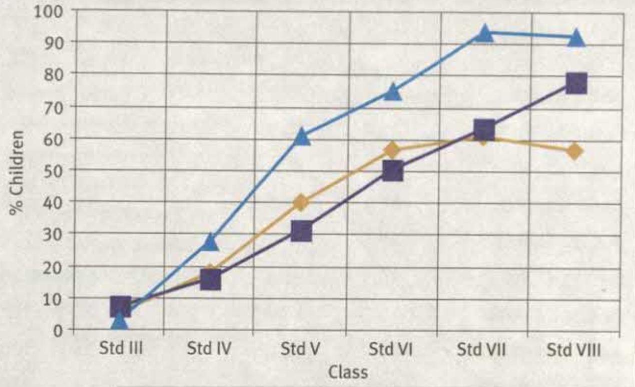
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 10-99	Subtract	Divide	Total
I	11.9	64.4	22.9	0.9	0.0	100
II	0.0	14.7	60.6	23.9	0.9	100
III	0.0	5.8	44.2	46.2	3.9	100
IV	1.0	5.1	7.1	56.6	30.3	100
V	0.0	0.8	9.2	28.3	61.7	100
VI	0.0	0.0	6.0	18.0	76.0	100
VII	1.2	0.0	0.0	4.9	93.8	100
VIII	0.0	1.4	0.0	5.6	93.1	100
TOTAL	2.0	13.1	20.3	23.8	40.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



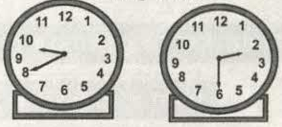
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	4.3	5.2
II	38.2	37.3
III	57.3	66.0
IV	89.9	86.9
V	94.2	97.5
VI	96.0	96.0
VII	100.0	97.5
VIII	100.0	100.0
TOTAL	69.6	70.5

TESTING TOOL

Telling Time



Currency Tasks

અંક ઓળખ ૧-૯		સંખ્યા ઓળખ ૧૧-૯૯		બાદબાકી		ભાગાકાર
૨	૭	૭૬	૫૮	૭૪ - ૫૬	૬૩ - ૩૪	૮) ૯૯૩ (
૩	૫	૬૯ ૩૪	૯૯ ૬૧	૪૭ - ૨૯	૮૪ - ૩૫	૬) ૭૫૮ (
૯	૮	૪૬	૮૪	૪૧ - ૧૫	૩૨ - ૧૫	૭) ૮૬૫ (
૪	૧	૨૫	૬૮	૩૬ - ૧૮	૬૮ - ૪૯	૪) ૬૫૮ (
પાંચ પૂછો તેમાંથી ચાર સાચા હોવા જોઈએ.		પાંચ પૂછો તેમાંથી ચાર સાચા હોવા જોઈએ.		કોઈપણ બે પૂછો. બંને સાચા હોવા જોઈએ.		કોઈપણ એક પૂછો. જે સાચો હોવો જોઈએ.

PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI: % Children (Age 3-4) in Anganwadi or pre-school	OUT OF SCHOOL: % Children (Age: 6-14) Out of School	PRIVATE SCHOOL: % Children (Age: 6-14) in Private school	STD 1-2 : LEARNING LEVELS: % Children (Std 1-2) who CAN READ letters, words or more	STD 1-2 : LEARNING LEVELS: % Children (Std 1-2) who CAN RECOGNIZE NUMBERS (1-9) or more	STD 3-5 : LEARNING LEVELS: % Children (Std 3-5) who CAN READ Level 1 (Std 1 Text) or more	STD 3-5 : LEARNING LEVELS: % Children (Std 3-5) who CAN DO SUBTRACTION or more	STD 3-5 : LEARNING LEVELS: % Children (Std 3-5) who CAN TELL TIME of both clocks	STD 3-5 : LEARNING LEVELS: % Children (Std 3-5) who CAN DO CURRENCY TASKS
Dadra & Nagar	87.1	2.2	10.1	94.7	93.8	83.6	75.8	80.6	83.5
Total	87.1	2.2	10.1	94.7	93.8	83.6	75.8	80.6	83.5

DAMAN AND DIU *RURAL*

ALL ANALYSIS BASED ON DATA FROM 2 OUT OF 2 DISTRICTS

ENROLLMENT

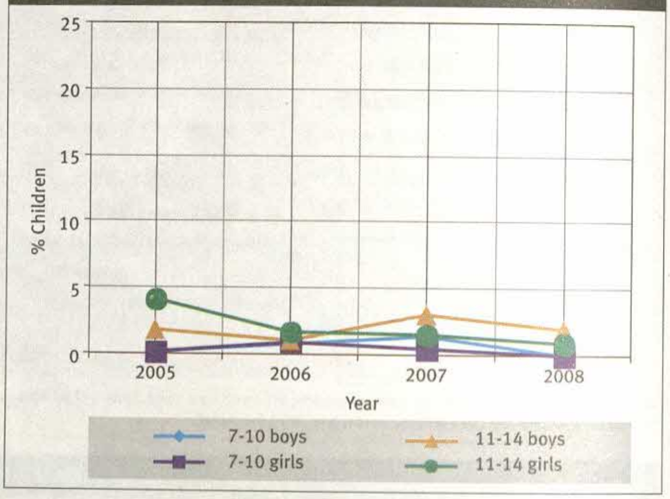
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	71.0	27.5	0.8	0.7	100
AGE: 7-16 ALL	71.6	26.3	0.5	1.7	100
AGE: 7-10 ALL	65.9	33.3	0.8	0.0	100
AGE: 7-10 BOYS	62.2	37.2	0.5	0.0	100
AGE: 7-10 GIRLS	69.6	29.3	1.1	0.0	100
AGE: 11-14 ALL	76.5	21.6	0.5	1.5	100
AGE: 11-14 BOYS	72.5	24.9	0.6	2.0	100
AGE: 11-14 GIRLS	80.7	18.0	0.4	0.9	100
AGE: 15-16 ALL	70.5	24.0	0.0	5.5	100
AGE: 15-16 BOYS	63.4	30.6	0.0	6.0	100
AGE: 15-16 GIRLS	81.6	13.6	0.0	4.8	100

NOTE : 'OTHER' includes children going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

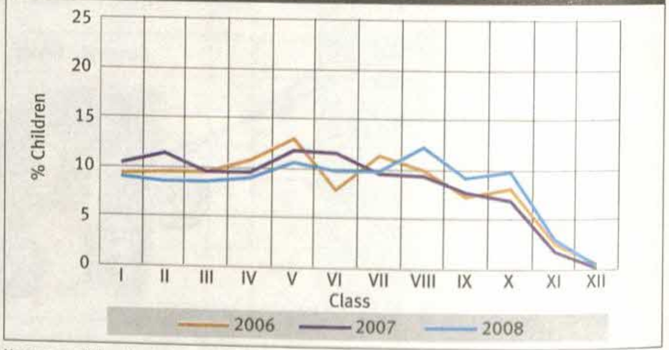
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	27.4	57.5	10.6	4.5									100
Std II	2.3	18.7	60.2	15.4	3.4								100
Std III	2.3		11.5	67.7	13.1	5.2							100
Std IV	1.5			8.0	56.4	27.4	6.7						100
Std V	7.8					59.1	24.4	7.0	1.7				100
Std VI	3.8					6.3	46.4	33.5	6.2	3.7			100
Std VII	4.8						9.8	48.4	22.4	13.3	1.3		100
Std VIII	0.9							11.9	59.0	20.4	7.8		100

How to read the table: In Std III, 92.4% (11.5+67.7+13.1) children are in age range 7 to 9.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 8.6% children in Std III in the ASER sample.

YOUNG CHILDREN

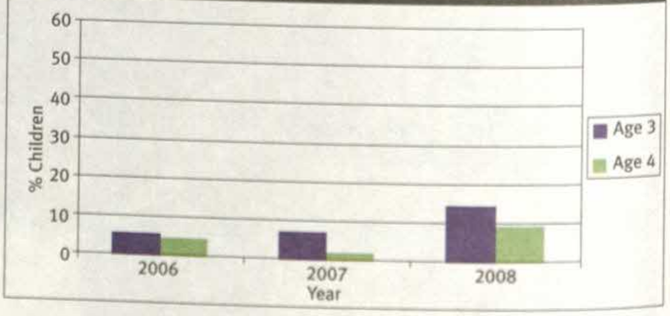
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School Govt.	Pvt.	Other School	Not going anywhere	Total
AGE: 3 ALL	85.6				14.4	100
AGE: 4 ALL	90.7				9.3	100
AGE: 5 ALL	48.0	29.1	17.7	2.8	2.5	100
AGE: 6 ALL	3.6	60.4	33.6	2.4	0.0	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Daman and Diu, ASER 2005, ASER 2006, ASER 2007 covered all districts.

DAMAN AND DIU *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	11.9	51.2	22.6	6.1	8.3	100
II	5.0	27.4	36.6	20.3	10.7	100
III	1.5	23.0	35.4	25.6	14.4	100
IV	0.0	7.5	21.3	43.7	27.5	100
V	0.0	3.7	18.4	35.3	42.6	100
VI	1.1	2.0	10.2	36.3	50.4	100
VII	0.9	2.7	3.5	29.7	63.3	100
VIII	0.0	0.2	0.8	15.0	84.0	100
TOTAL	2.4	13.5	17.4	26.3	40.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

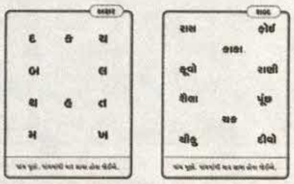
READING TOOL

Std II Level

આકાશમાં અગણિત તારા હોય છે.
હું અને મારો ભાઈ રોજ રાત્રે તારા ગણીએ છીએ.
તારા ગણવાની મજા પડે.
ગણતાં ગણતાં ભૂલ પડે.
હું તો રોજ જ ગણુંને, રોજ ભૂલું છું.
બધા તારા મારા મિત્રો નથી.
કોઈક વાર ખરતા તારાને જોઈને અમે બેય એક ઈચ્છા માંગીએ છીએ.
તારાઓ દેખાવ અને કદમાં વિશાળ, લબક-ઝબક કરતાં અને ખૂબ ગરમી વાળા હોય છે.

Std I Level

હું તો છું એક નાની એવી માખી.
હું ફેલાવતી ઘણી બીમારી.
હું ગંદકી અને રોગોની રાણી.
હું એક માખી રાણી.


દ
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પૂંછ
ચીકુ
દીવો

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

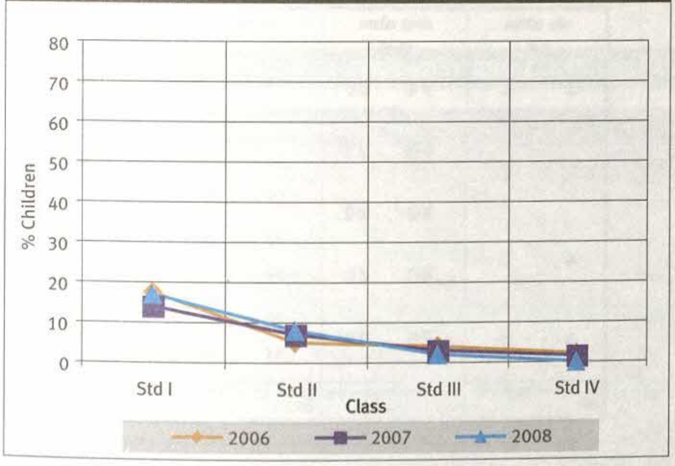
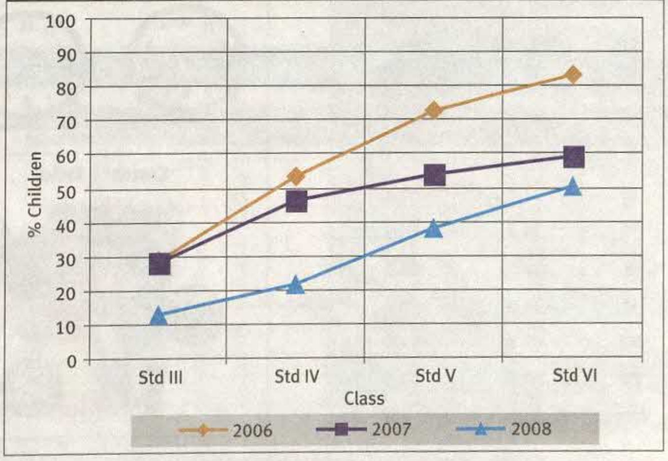


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING AND ARITHMETIC LEVELS 2008

CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III

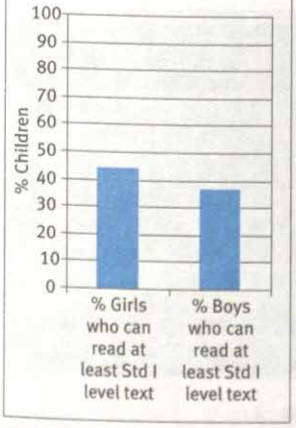
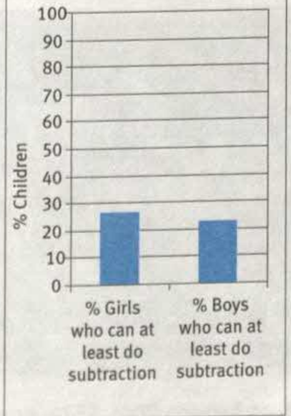


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III



DAMAN AND DIU *RURAL*

ARITHMETIC LEVEL

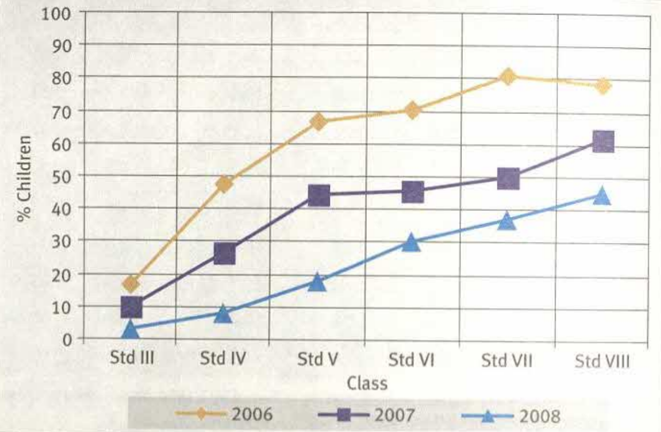
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	17.2	50.2	25.1	3.1	4.4	100
II	8.1	35.4	40.2	14.3	2.1	100
III	3.9	28.8	43.4	17.4	6.6	100
IV	1.7	9.5	36.9	37.9	14.0	100
V	1.7	10.4	19.3	46.9	21.8	100
VI	0.2	5.1	21.0	37.4	36.4	100
VII	2.3	2.0	11.7	44.8	39.2	100
VIII	0.2	0.5	8.4	38.2	52.7	100
TOTAL	4.1	16.3	24.5	31.2	24.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008



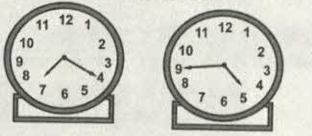
TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

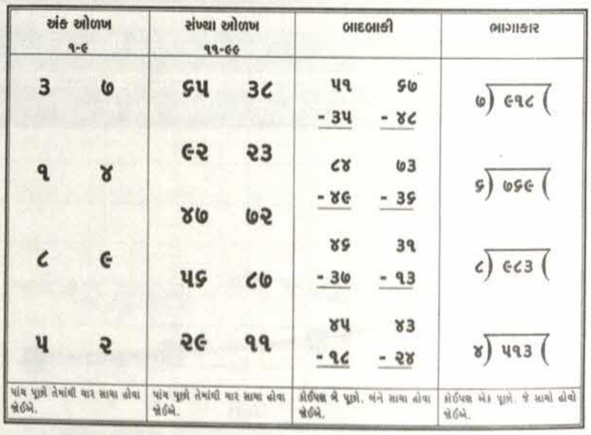
Std.	Tell time	Do currency tasks
I	14.9	34.1
II	17.1	44.5
III	29.0	57.3
IV	55.0	76.8
V	60.0	86.5
VI	75.0	90.3
VII	87.8	97.0
VIII	97.7	97.5
TOTAL	57.5	75.0

TESTING TOOL

Telling Time



Currency Tasks



અંક ઓળખ ૧-૯		સંખ્યા ઓળખ ૧૧-૯૯		બાદબાકી		ભાગાકાર
૩	૭	૬૫	૩૮	૫૧ - ૩૫	૬૭ - ૪૮	૭) ૯૧૮ (
૧	૪	૯૨	૨૩	૮૪ - ૪૯	૭૩ - ૩૬	૬) ૭૬૯ (
		૪૭	૭૨			
૮	૯	૫૬	૮૭	૪૬ - ૩૭	૩૧ - ૧૩	૮) ૯૮૩ (
૫	૨	૨૯	૧૧	૪૫ - ૧૮	૪૩ - ૨૪	૪) ૫૧૩ (
પાંચ પૂછો તેમાંથી ચાર સાચા હોવા જોઈએ.		પાંચ પૂછો તેમાંથી ચાર સાચા હોવા જોઈએ.		કોઈપણ બે પૂછો. બંને સાચા હોવા જોઈએ.		કોઈપણ એક પૂછો. જે સાચો હોવો જોઈએ.

PERFORMANCE OF DISTRICTS

District	ANGANWADI OR BALWADI % Children (Age 3-4) in Anganwadi or pre-school	OUT OF SCHOOL % Children (Age: 6-14) Out of School	PRIVATE SCHOOL % Children (Age: 6-14) in Private school	STD 1-2 : LEARNING LEVELS % Children (Std 1-2) who CAN READ letters, words or more	STD 1-2 : LEARNING LEVELS % Children (Std 1-2) who CAN RECOGNIZE NUMBERS (1-9) or more	STD 3-5 : LEARNING LEVELS % Children (Std 3-5) who CAN READ Level 1 (Std 1 Text) or more	STD 3-5 : LEARNING LEVELS % Children (Std 3-5) who CAN DO SUBTRACTION or more	STD 3-5 : LEARNING LEVELS % Children (Std 3-5) who CAN TELL TIME of both clocks	STD 3-5 : LEARNING LEVELS % Children (Std 3-5) who CAN DO CURRENCY TASKS
Diu	97.8	1.1	5.7	81.7	76.6	49.2	38.0	58.8	70.3
Daman	85.9	0.7	32.2	93.7	89.8	67.4	51.9	46.7	75.7
Total	87.9	0.7	27.5	91.5	87.4	64.3	49.6	48.8	74.8

PUDUCHERRY *RURAL*

ALL ANALYSIS BASED ON DATA FROM 2 OUT OF 2 DISTRICTS

ENROLLMENT

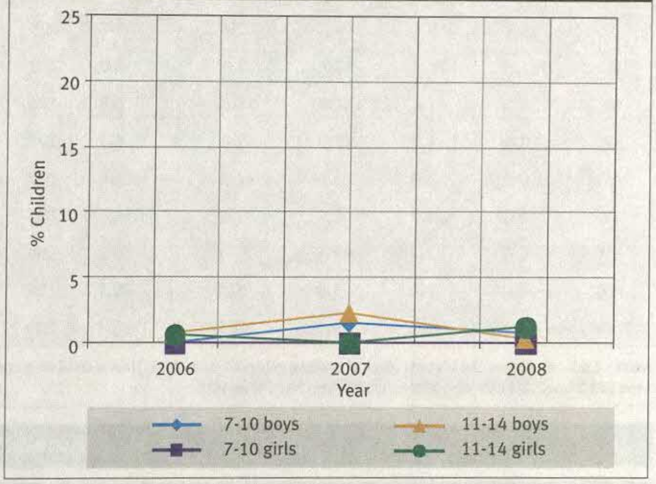
SCHOOL ENROLLMENT AND OUT OF SCHOOL CHILDREN 2008

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS

Age group	Govt.	Pvt.	Other	% Out of school Not in School	Total
AGE: 6 -14 ALL	74.7	24.7	0.1	0.6	100
AGE: 7-16 ALL	76.5	22.7	0.1	0.7	100
AGE: 7-10 ALL	71.5	27.9	0.2	0.4	100
AGE: 7-10 BOYS	72.2	27.0	0.0	0.8	100
AGE: 7-10 GIRLS	70.9	28.7	0.4	0.0	100
AGE: 11-14 ALL	77.6	21.7	0.0	0.8	100
AGE: 11-14 BOYS	75.7	23.9	0.0	0.3	100
AGE: 11-14 GIRLS	79.7	19.0	0.0	1.2	100
AGE: 15-16 ALL	83.2	15.6	0.0	1.3	100
AGE: 15-16 BOYS	85.6	13.0	0.0	1.5	100
AGE: 15-16 GIRLS	79.5	19.6	0.0	0.9	100

NOTE : 'OTHER' includes chidren going to madarssa and EGS.
'NOT IN SCHOOL' = dropped out + never enrolled.

CHART 1: TRENDS OVER TIME
% CHILDREN OUT OF SCHOOL BY AGE GROUP AND GENDER



AGE AND CLASS

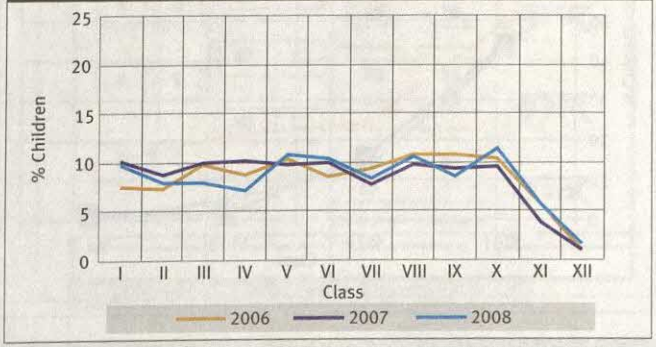
AGE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN IN SAMPLE

TABLE 2: % CHILDREN IN EACH CLASS BY AGE

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	84.3	14.4	1.3										100
Std II	0.4	28.0	67.0	4.6									100
Std III	0.0		18.1	77.1	4.8								100
Std IV	0.0			15.0	80.7	4.4							100
Std V	4.7					91.6	3.8						100
Std VI	1.4					8.0	68.8	17.5	4.4				100
Std VII	4.4						72.6	17.5	5.5				100
Std VIII	5.5								81.0	10.1	3.5		100

How to read the table: In Std III, 95.2% (18.1+77.1) children are in age range 7 to 8.

CHART 2 : CLASS-WISE DISTRIBUTION OF CHILDREN



How to read the chart: In 2008 there were 9.8% children in Std III in the ASER sample.

YOUNG CHILDREN

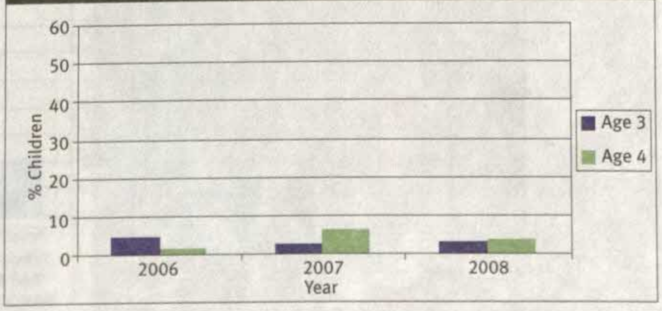
CHILDREN IN PRE-SCHOOL 2008

TABLE 3: % CHILDREN WHO ATTEND DIFFERENT TYPES OF PRE-SCHOOL & SCHOOL

	In balwadi or anganwadi	In School Govt.	In School Pvt.	In School Other School	Not going anywhere	Total
AGE: 3 ALL	96.7				3.3	100
AGE: 4 ALL	96.5				3.5	100
AGE: 5 ALL	4.3	62.5	32.9	0.3	0.0	100
AGE: 6 ALL	0.0	74.6	25.5	0.0	0.0	100

CHILDREN NOT IN PRE-SCHOOL OVER THE YEARS

CHART 3: TRENDS OVER TIME
% CHILDREN (AGE 3-4) NOT ATTENDING PRE-SCHOOL (ICDS OR OTHER)



In Pondicherry, ASER 2005 covered no district. ASER 2006, ASER 2007 covered all districts.

PUDUCHERRY *RURAL*

READING LEVEL

READING

TABLE 4: CLASS-WISE % CHILDREN WHO CAN READ

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	38.3	43.5	14.9	2.3	1.0	100
II	11.0	27.3	53.7	7.3	0.8	100
III	4.2	12.6	61.8	16.6	4.8	100
IV	0.0	6.2	45.9	41.6	6.3	100
V	0.9	3.9	23.8	46.3	25.1	100
VI	0.0	0.7	8.4	49.5	41.5	100
VII	0.0	1.2	1.6	27.0	70.2	100
VIII	0.0	0.0	1.3	9.5	89.2	100
TOTAL	6.9	11.5	24.0	25.5	32.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

READING TOOL

Reading Test (4)

Std II Level — Story

Radha is ten years old. She lives in a small village. Her village is in the forest. It takes four days to walk to the town. Radha wants to travel. She wants to see the world outside. Her mother tells her to study well. When she is big, she can go to college in town.

Std I Level — Para

Hari went to the river.
He saw a large boat.
He sat in the boat,
and went to the other side.

e d t
s f
g h z
i q

hand star
bus
cat book
fox key
gun
sing bold

READING TRENDS OVER TIME

CHART 4: % CHILDREN WHO CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2008

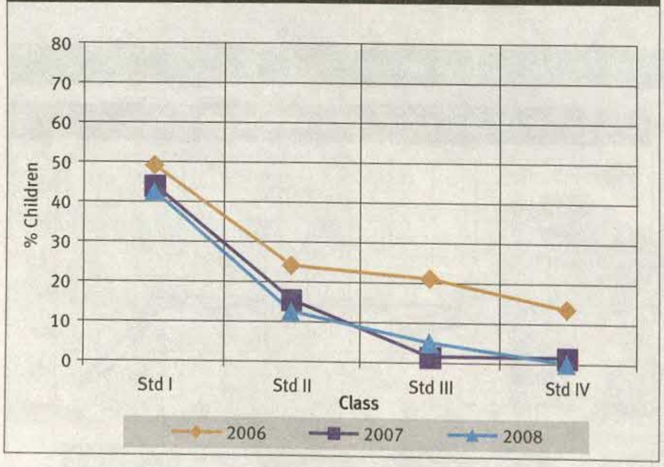
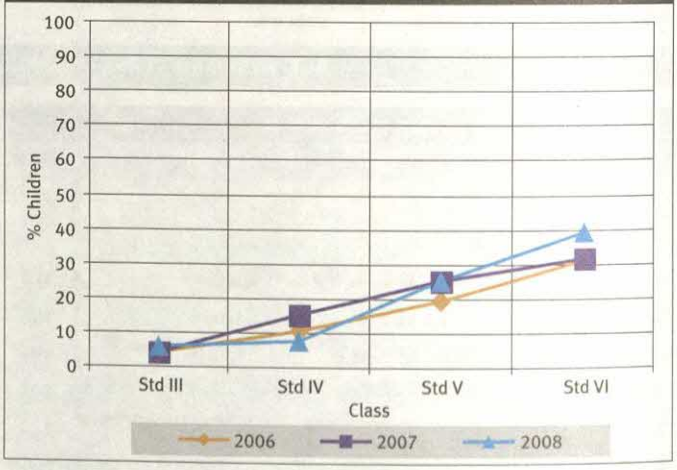


CHART 5: % CHILDREN WHO CAN READ AT LEAST Std II LEVEL TEXT (in govt schools in Std III - VI) 2006-2008



COMPARISION OF READING LEVELS 2008

CHART 6: READING LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

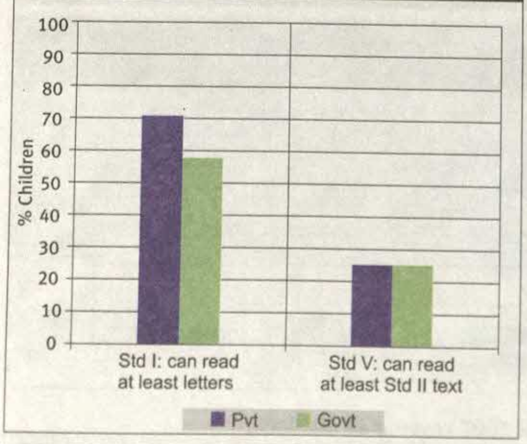
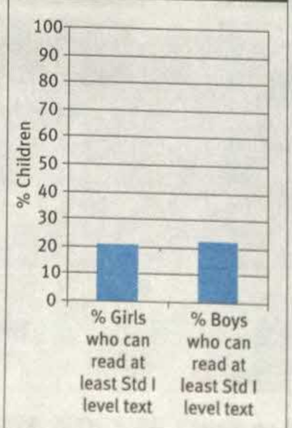


CHART 7: READING LEVELS OF BOYS AND GIRLS IN STD III



PUDUCHERRY *RURAL*

ARITHMETIC LEVEL

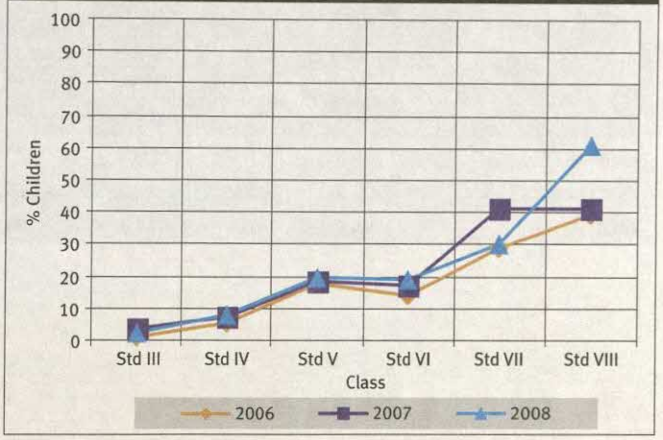
ARITHMETIC

TABLE 5: CLASS-WISE % CHILDREN WHO CAN

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	10-99			
I	30.8	49.1	17.8	2.0	0.3	100
II	9.7	25.2	59.1	5.5	0.4	100
III	3.8	14.5	71.3	8.5	1.9	100
IV	0.0	6.3	73.1	14.3	6.3	100
V	0.9	2.4	48.3	29.9	18.5	100
VI	0.0	0.7	29.8	49.0	20.5	100
VII	0.0	0.8	8.9	60.2	30.0	100
VIII	0.0	0.0	3.3	38.8	57.9	100
TOTAL	5.6	11.9	36.5	27.4	18.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

CHART 8: % CHILDREN WHO CAN DO DIVISION (in govt schools in Std III - VIII) 2006-2008

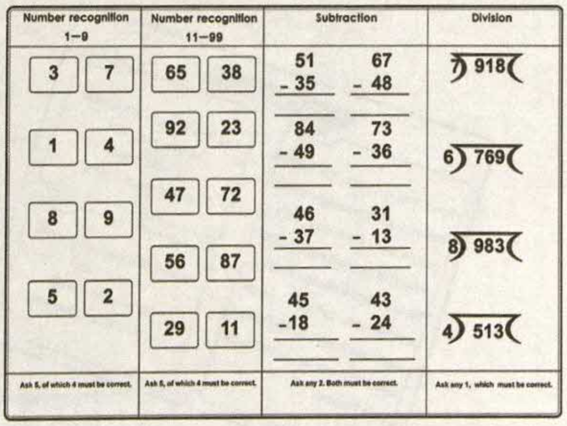


TELLING TIME AND TASKS WITH CURRENCY

TABLE 6: % CHILDREN IN DIFFERENT CLASSES WHO CAN

Std.	Tell time	Do currency tasks
I	10.5	18.8
II	23.9	36.2
III	45.9	60.6
IV	52.7	75.3
V	76.1	90.9
VI	78.2	96.4
VII	92.5	98.1
VIII	95.8	99.1
TOTAL	61.6	73.7

TESTING TOOL



Number recognition 1–9	Number recognition 11–99	Subtraction	Division
3 7 1 4 8 9 5 2	65 38 92 23 47 72 56 87 29 11	51 - 35 67 - 48 84 - 49 73 - 36 46 - 37 31 - 13 45 -18 43 - 24	7) 918(6) 769(8) 983(4) 513(
Ask 5, of which 4 must be correct.	Ask 5, of which 4 must be correct.	Ask any 2. Both must be correct.	Ask any 1, which must be correct.

COMPARISION OF ARITHMETIC LEVELS 2008

CHART 9: ARITHMETIC LEVELS IN GOVT AND PVT SCHOOLS IN DIFFERENT CLASSES

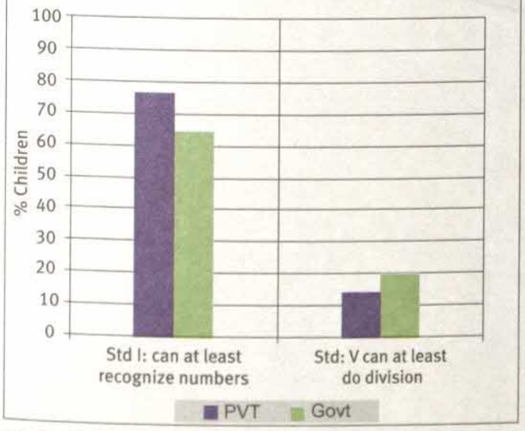
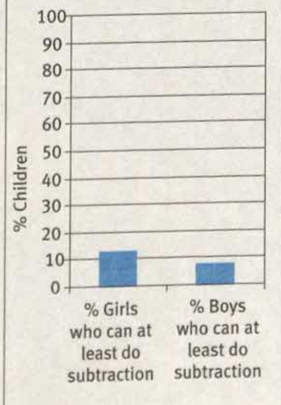
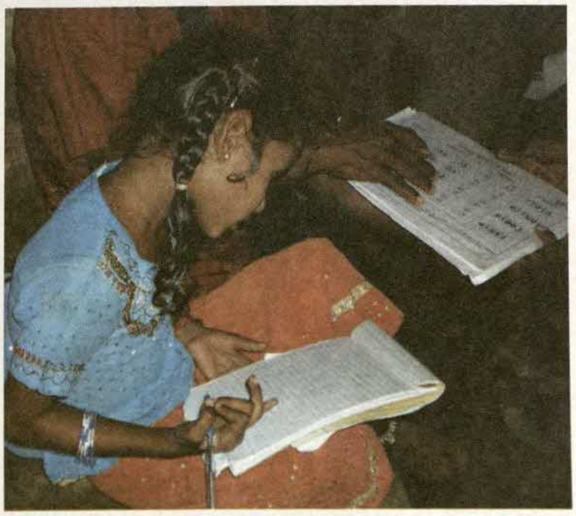


CHART 10: ARITHMETIC LEVELS OF BOYS AND GIRLS IN STD III

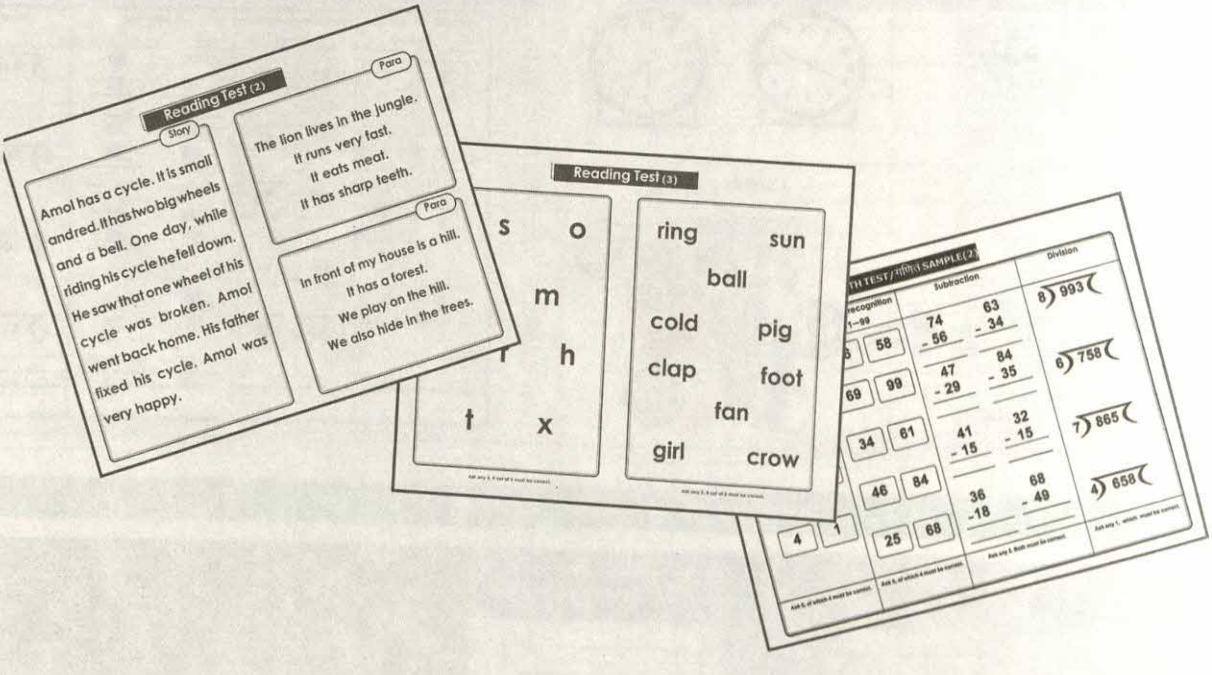




PUDUCHERRY *RURAL*

PERFORMANCE OF DISTRICTS

	ANGANWADI OR BALWADI	OUT OF SCHOOL	PRIVATE SCHOOL	STD 1-2 : LEARNING LEVELS		STD 3-5 : LEARNING LEVELS			
District	% Children (Age 3-4) in **Anganwadi or pre-school**	% Children (Age: 6-14) **Out of School**	% Children (Age: 6-14) in **Private school**	% Children (Std 1-2) who **CAN READ** letters, words or more	% Children (Std 1-2) who **CAN RECOGNIZE NUMBERS** (1-9) or more	% Children (Std 3-5) who **CAN READ** Level 1 (Std 1 Text) or more	% Children (Std 3-5) who **CAN DO SUBTRACTION** or more	% Children (Std 3-5) who **CAN TELL TIME** of both clocks	% Children (Std 3-5) who **CAN DO CURRENCY TASKS**
Karaikal	98.9	0.0	20.7	75.2	84.6	72.5	69.6	96.9	92.8
Puducherry	95.9	0.8	26.0	73.1	76.6	41.8	15.2	47.8	72.0
Total	96.6	0.6	24.7	73.5	78.3	49.8	29.3	60.6	77.5



Reading Test (2)

Story

Amol has a cycle. It is small andred. It has two big wheels and a bell. One day, while riding his cycle he fell down. He saw that one wheel of his cycle was broken. Amol went back home. His father fixed his cycle. Amol was very happy.

Para

The lion lives in the jungle.
It runs very fast.
It eats meat.
It has sharp teeth.

Para

In front of my house is a hill.
It has a forest.
We play on the hill.
We also hide in the trees.

Reading Test (3)

s o
m
h
t x

ring sun
ball
cold pig
clap foot
fan
girl crow

TH TEST/गणित SAMPLE(2)

recognition 1–99

58
69 99
34 61
46 84
4 1
25 68

Ask 5, of which 4 must be correct.

Subtraction

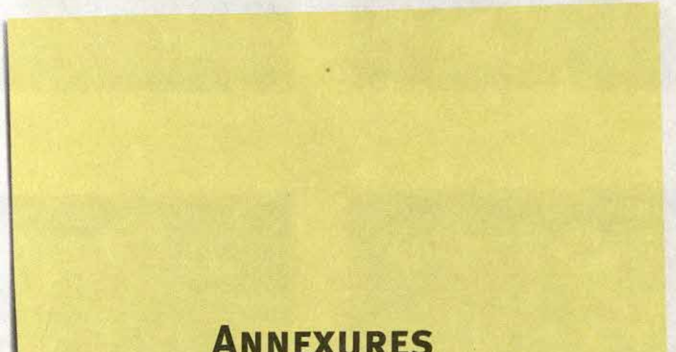
74 − 56	63 − 34
47 − 29	84 − 35
41 − 15	32 − 15
36 − 18	68 − 49

Ask any 2. Both must be correct.

Division

8)993
6)758
7)865
4)658

Ask any 1, which must be correct.



ANNEXURES

AGE - CLASS COMPOSITION IN SAMPLE 2008

ALL INDIA

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	85.5	73.5	27.8	9.0	3.1	2.0	2.4	5.2	2.1	2.8	6.8	8.4	13.7
Std II	9.9	19.8	52.4	30.4	8.4	5.2							12.1
Std III	4.6	6.7	14.5	42.7	33.7	11.1	4.0						12.0
Std IV			5.4	12.4	41.5	29.2	9.0	6.0	2.4				10.9
Std V				5.5	10.0	39.7	34.6	12.6	5.3	3.2			11.4
Std VI					3.4	9.0	39.2	32.0	11.0	6.0			9.8
Std VII						3.8	8.2	33.0	31.2	12.1	5.5		8.8
Std VIII							2.5	9.1	38.3	32.0	12.2	7.6	8.2
Std IX								2.1	8.3	34.9	29.5	12.1	6.2
Std X									1.5	8.5	41.3	46.0	5.5
Std XI										0.7	3.7	19.3	1.1
Std XII											1.0	6.6	0.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

ANDHRA PRADESH

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	89.7	77.7	19.1	6.1	7.5	7.6	7.2	8.4	8.3	7.5	6.2	5.8	11.3
Std II	6.5	17.1	63.9	18.5									10.1
Std III	3.8	5.2	13.6	59.2	17.6								10.7
Std IV			3.4	11.6	61.8	18.4							10.5
Std V				4.6	10.3	63.4	21.8						11.5
Std VI					2.8	8.5	59.5	23.4					10.4
Std VII						2.1	8.8	56.4	21.4				10.2
Std VIII							2.7	10.0	59.4	18.0			8.9
Std IX								1.8	10.2	65.5	17.1	7.2	8.0
Std X									0.8	9.0	74.0	46.6	
Std XI										0.1	2.8	35.3	8.6
Std XII												5.1	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

ASSAM

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	87.3	73.5	30.8	11.4	4.3	2.2	7.1	4.7	10.2	6.3	7.9	8.7	16.5
Std II	9.1	20.6	46.0	29.9	11.2	5.9							12.5
Std III	3.7	6.0	17.6	40.1	34.4	10.4							11.7
Std IV			5.7	12.8	36.5	34.3	10.2	6.2					10.9
Std V				5.7	10.2	33.9	38.6	14.5					10.8
Std VI					3.4	9.5	32.1	37.2	13.2	7.7			9.9
Std VII						3.9	9.8	27.5	39.9	18.0	7.9		9.4
Std VIII							2.2	8.0	29.5	39.4	15.6	13.5	8.0
Std IX								2.0	6.8	23.8	38.7	21.7	5.8
Std X									0.6	4.7	28.0	47.0	4.0
Std XI										0.1	1.8	7.7	0.4
Std XII												1.4	0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

BIHAR

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	81.3	68.1	39.2	18.9	9.4	5.7	8.8	5.5	6.7	8.5	9.8	7.9	18.2
Std II	12.4	22.8	38.7	33.0	19.5	13.0							15.6
Std III	6.2	9.0	15.1	29.9	34.5	21.4	13.0	8.7					14.5
Std IV			7.1	11.3	22.1	24.5	18.6	13.1	7.5				11.3
Std V				6.8	10.5	21.5	24.7	19.1	13.8	8.2			10.5
Std VI					4.0	9.7	22.0	23.7	17.1	11.6	7.4	4.7	8.6
Std VII						4.2	9.3	18.6	23.7	17.3	12.3	7.3	7.0
Std VIII							3.5	8.8	21.7	24.7	19.4	14.9	6.1
Std IX								2.5	7.4	20.0	21.8	14.7	3.9
Std X									2.0	9.3	27.4	40.8	3.6
Std XI										0.5	1.9	4.8	0.3
Std XII												5.0	0.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

CHHATTISGARH

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	87.4	85.9	29.8	5.6	0.9	2.4	1.1	6.0	3.2	3.3	6.1	4.3	13.1
Std II	8.2	11.2	55.8	44.7	4.6								12.1
Std III	4.3	1.8	12.1	39.6	55.1	10.4	2.7						13.0
Std IV		1.1	2.3	8.3	33.8	49.3	10.2						12.0
Std V				2.0	4.0	32.4	55.4	14.9	5.7				11.4
Std VI					1.6	3.4	25.9	51.1	15.5	6.4			9.9
Std VII						2.1	4.7	21.4	47.0	14.8	5.7		8.2
Std VIII								5.7	23.2	54.5	18.0	8.9	8.5
Std IX								0.9	5.6	16.3	45.8	18.2	5.8
Std X										4.7	22.4	54.5	5.1
Std XI											2.1	11.0	0.8
Std XII											0.0	3.3	0.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

DADRA NAGAR HAVELI

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	92.0	91.5	22.4	1.1	1.1	5.7	1.0	0.0	4.8	3.2	5.7	6.5	13.1
Std II	8.0	7.3	69.4	44.0									12.2
Std III		1.2	7.1	50.6	52.2								11.6
Std IV			1.2	4.4	44.4	44.8	5.2						11.0
Std V					2.2	42.9	61.9	10.2					13.3
Std VI						5.7	27.8	60.2	8.4				11.2
Std VII						1.0	4.1	25.5	48.2	17.5			9.0
Std VIII								4.1	36.1	47.6	13.2		8.0
Std IX									2.4	31.8	49.1	9.7	5.7
Std X										0.0	32.1	77.4	4.9
Std XI											0.0	6.5	0.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Daman and Diu

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	88.7	74.4	12.9	1.1	5.4	3.8	4.4	1.6	7.8	4.5	6.6	9.2	9.0
Std II	7.3	23.4	71.1	16.1									8.6
Std III	4.0	2.2	13.5	70.4	15.0								8.6
Std IV			2.5	12.4	65.5	23.8							8.7
Std V					9.3	62.6	29.8	7.0					10.6
Std VI					4.8	6.2	52.7	30.9					9.9
Std VII						3.5	11.1	44.6	19.3	12.3			9.9
Std VIII							2.0	13.6	63.2	23.6			12.2
Std IX								2.3	9.4	50.2	20.6	5.8	9.3
Std X									0.4	9.6	68.0	32.5	9.8
Std XI										0.0	4.9	46.2	3.2
Std XII											0.0	6.3	0.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Goa

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	100	91.8	46.1	1.0	6.3	4.0	2.7	0.8	2.1	2.6	7.3	5.1	8.2
Std II	0.0	3.5	46.2	52.6									10.4
Std III		4.8	7.7	43.5	40.8								8.9
Std IV			0.0	2.8	43.2	49.7	4.3						10.3
Std V					8.2	39.4	46.6	7.4					9.8
Std VI					1.5	4.2	39.5	48.5	10.8				10.6
Std VII						2.7	6.9	37.2	43.8	18.6			11.2
Std VIII								6.1	29.4	38.4			8.6
Std IX									13.9	29.8	41.5	6.9	9.1
Std X									0.0	10.1	43.5	38.1	8.2
Std XI										0.5	7.7	39.3	3.9
Std XII											0.0	10.6	0.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Gujarat

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	93.5	77.0	8.3	1.0	0.5	3.7	5.4	2.1	3.6	3.9	1.8	4.6	11.1
Std II	3.1	19.5	76.1	15.2	3.2								11.7
Std III	3.4	3.5	10.7	71.8	20.4								12.4
Std IV			4.9	9.0	67.4	16.5							11.1
Std V				3.1	6.2	70.8	24.1	6.7					13.0
Std VI					2.4	6.5	62.1	21.0	6.1				9.7
Std VII						2.5	6.5	62.6	25.9	8.3	3.0		10.4
Std VIII							1.9	5.9	58.9	23.9	6.6	3.5	7.7
Std IX								1.7	5.1	59.0	22.7	7.9	6.1
Std X									0.4	4.6	63.2	39.8	5.1
Std XI										0.3	2.8	42.1	1.6
Std XII												2.1	0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Haryana

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	83.9	61.6	25.1	6.8	2.1	4.2	5.6	3.4	3.2	3.6	4.4	5.5	12.1
Std II	12.5	29.1	45.9	28.8	8.8								11.1
Std III	3.6	9.3	21.4	40.6	31.6	9.5							11.2
Std IV			7.6	17.2	36.2	29.9	10.5	5.7					10.9
Std V				6.7	16.5	37.0	30.0	12.9	5.1				11.1
Std VI					4.8	13.9	36.9	30.5	13.0	5.2			10.2
Std VII						5.5	13.1	27.8	27.4	12.7	5.8		8.6
Std VIII							4.0	16.2	34.7	32.0	14.7	6.0	9.3
Std IX								3.6	13.5	28.1	27.2	10.5	6.4
Std X									3.2	17.3	36.9	39.8	6.3
Std XI										1.2	9.6	23.7	2.0
Std XII											1.4	14.5	0.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Himachal Pradesh

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	86.8	75.9	10.5	1.5	2.3	4.6	5.6	7.6	2.5	3.4	4.6	8.4	10.9
Std II	11.7	21.8	65.7	18.5									10.1
Std III	1.5	2.3	18.8	60.1	21.3								11.0
Std IV			5.0	17.0	58.2	23.1							11.0
Std V				2.9	16.8	59.8	25.6						11.4
Std VI					1.5	11.4	57.0	29.8	10.0				10.6
Std VII						1.1	10.5	47.6	28.4	8.3			9.2
Std VIII							1.3	13.9	47.3	36.8	14.0		9.9
Std IX								1.2	11.2	40.2	26.0	9.6	6.7
Std X									0.7	10.9	45.2	42.2	6.3
Std XI										0.4	10.2	30.2	2.4
Std XII												9.6	0.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Jammu & Kashmir

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	83.6	70.4	40.4	7.6	2.8	3.2	4.0	6.6	6.6	7.0	7.8	7.7	12.4
Std II	10.8	22.1	41.8	40.2	9.0								10.3
Std III	5.6	7.5	14.3	34.7	46.5	9.2							10.5
Std IV			3.5	12.5	28.5	43.2	9.0						10.7
Std V				5.1	9.8	31.1	48.7	10.5					10.7
Std VI					3.6	8.9	27.5	46.1	12.4				10.4
Std VII						4.5	6.9	25.2	45.3	12.0			8.9
Std VIII							3.9	10.1	28.8	49.4	12.0		9.7
Std IX								1.5	6.8	24.6	46.6	11.4	7.2
Std X										7.1	29.1	62.0	7.4
Std XI											4.5	14.0	1.4
Std XII												4.9	0.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Jharkhand

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	82.5	69.3	28.2	10.3	4.4	1.9	3.6	7.4	7.3	11.3	6.7	6.7	16.0
Std II	11.8	22.2	47.3	33.5	11.3	6.9							13.9
Std III	5.7	8.5	16.9	36.1	35.8	16.9	6.1						13.7
Std IV			7.7	13.5	31.6	30.9	17.6	9.9					12.0
Std V				6.6	11.3	29.1	35.2	20.1	11.0				12.1
Std VI					5.5	9.9	25.8	30.5	17.6	10.8	6.0	5.0	9.7
Std VII						4.4	8.6	23.5	30.1	17.7	11.1	5.5	8.1
Std VIII							3.0	6.9	26.8	29.6	18.2	12.2	6.5
Std IX								1.6	5.8	21.0	27.4	20.6	4.1
Std X									1.3	9.1	27.6	38.2	3.3
Std XI										0.4	3.0	7.5	0.4
Std XII												4.4	0.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

KARNATAKA

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	91.5	91.1	42.6	2.5	3.2	4.4	3.8	6.2	5.3	1.4	7.6	6.6	10.2
Std II	8.5	8.9	49.9	55.6									10.3
Std III			7.6	34.3	59.3								10.6
Std IV				7.6	31.2	58.4							10.9
Std V					6.3	31.1	60.2						10.7
Std VI						6.3	29.6	56.4					10.7
Std VII							6.5	31.0	53.8	6.9			10.6
Std VIII								5.6	33.8	55.4			10.2
Std IX								0.7	6.6	31.6	52.5		7.8
Std X									0.6	4.9	38.2	82.5	
Std XI											1.7	8.6	8.0
Std XII												2.3	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

KERALA

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	92.3	78.6	14.2	1.0	2.6	3.0	3.3	3.7	3.7	3.0	4.4	7.5	8.6
Std II	7.7	19.2	68.6	17.2									9.3
Std III		2.2	15.7	63.8	20.5								10.4
Std IV			1.5	16.5	63.8	17.2							10.2
Std V				1.5	12.4	63.8	22.7						10.2
Std VI					0.7	13.0	59.8	21.5					9.8
Std VII						3.0	13.3	58.2	17.0				9.8
Std VIII							0.9	15.0	63.0	14.2			9.9
Std IX								1.6	15.4	66.1	13.5		8.9
Std X									0.8	16.6	70.2	13.8	7.9
Std XI										0.1	11.3	65.8	5.1
Std XII											0.5	13.0	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Madhya Pradesh

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	89.5	78.1	20.1	2.9	1.1	2.6	3.1	6.4	2.3	4.1	6.3	3.9	13.0
Std II	7.2	17.6	63.0	34.4	4.3								11.9
Std III	3.3	4.3	13.0	48.6	47.4	7.4							13.1
Std IV			4.0	10.2	38.7	39.5	8.4						11.6
Std V				3.9	6.7	41.3	50.2	13.3	5.1				12.6
Std VI					1.9	7.0	32.6	49.5	14.5	7.8			11.2
Std VII						2.3	4.4	24.7	42.5	14.6	6.4	3.2	8.1
Std VIII							1.3	5.2	30.6	45.8	17.0	10.3	8.0
Std IX								1.0	5.0	24.9	43.3	17.2	5.7
Std X										2.8	25.3	54.7	4.3
Std XI											1.6	9.0	0.5
Std XII												1.7	0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Maharashtra

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	80.3	92.5	48.0	2.5	5.4	1.3	1.1	3.4	3.2	3.6	4.7	6.1	11.4
Std II	5.4	5.2	46.7	58.2									10.8
Std III	4.5	2.3	5.4	35.4	64.6	5.6							11.4
Std IV	9.8			4.0	27.0	60.0	7.1						11.4
Std V					3.1	29.4	62.8	9.0					11.0
Std VI						3.8	26.2	57.7	8.7				10.5
Std VII							2.7	25.2	54.5	12.8			9.9
Std VIII								4.7	27.3	51.9	7.8		8.6
Std IX									6.3	28.4	54.3	6.1	7.4
Std X										3.4	31.9	75.9	7.0
Std XI											1.3	11.2	0.8
Std XII												0.7	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Manipur

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	82.0	70.9	50.8	20.3	9.3	4.9	7.6	4.9	6.2	6.8	6.5	6.8	14.9
Std II	13.8	20.9	29.4	42.0	23.9	11.0							14.0
Std III	4.3	8.3	12.7	23.2	33.0	21.5	11.8	7.6					12.7
Std IV			7.1	8.1	19.1	29.2	24.7	13.2	10.8				12.3
Std V				6.4	8.9	21.1	27.8	19.0	14.2	9.6			11.5
Std VI					5.8	8.4	19.5	25.3	21.3	11.8	7.2	4.7	9.7
Std VII						3.9	5.8	20.4	24.7	15.7	11.8	7.3	8.0
Std VIII							2.8	8.8	20.4	24.7	15.7	15.5	7.0
Std IX								0.9	2.4	27.6	19.8	16.7	4.8
Std X										3.9	38.4	39.8	4.7
Std XI											0.6	6.9	0.3
Std XII												2.3	0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Meghalaya

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	76.8	72.1	52.4	34.7	23.6	10.7	7.0	6.6	7.3	7.5	9.5	7.2	18.3
Std II	17.4	20.3	35.8	37.6	34.3	25.8	15.0	9.3					17.8
Std III	5.9	7.6	11.8	19.1	23.3	30.3	28.2	22.5	14.1	5.6			16.3
Std IV				8.6	14.3	18.5	22.6	23.3	21.1	15.5	5.8	6.3	13.7
Std V					4.5	11.7	14.0	18.4	24.4	17.8	12.0	8.3	10.9
Std VI						3.1	11.3	13.5	15.7	24.3	16.9	8.5	8.6
Std VII							1.9	5.4	11.2	12.1	22.7	15.6	5.8
Std VIII								1.1	5.0	11.0	15.8	20.2	4.2
Std IX									1.3	5.6	11.2	17.8	2.8
Std X										0.6	6.2	11.1	1.3
Std XI											0.0	5.1	0.4
Std XII												0.0	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Nagaland

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	89.6	78.8	43.4	15.9	8.3	2.3	2.2	3.9	8.2	8.7	6.5	9.7	14.7
Std II	10.4	18.2	43.6	35.6	23.9	11.8	6.5						15.1
Std III		3.0	12.9	35.2	32.1	22.0	14.8	9.5					14.3
Std IV				13.4	27.0	32.8	21.8	19.7	11.0				14.0
Std V					8.7	24.6	29.2	22.7	13.5	7.5	7.2		11.1
Std VI						6.5	20.0	23.3	18.2	11.8	5.5		8.0
Std VII							5.5	18.1	28.4	21.8	14.4	6.1	8.0
Std VIII								2.9	18.1	31.9	21.0	16.5	6.7
Std IX									2.7	16.4	27.0	21.0	4.4
Std X										1.9	17.7	40.3	3.4
Std XI											0.6	5.3	0.3
Std XII												1.1	0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Orissa

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	86.7	69.7	15.4	4.3	1.5	3.3	3.3	5.7	2.8	6.2	8.9	1.0	14.0
Std II	8.1	21.2	66.3	15.0	4.1							27.0	12.4
Std III	5.2	3.0	13.9	59.1	16.0	4.1						1.0	11.2
Std IV		4.2	4.4	15.5	64.0	14.6	4.2	2.0				0.2	10.3
Std V		2.0		6.2	10.6	63.0	22.2	8.8	4.3			2.6	12.5
Std VI					3.8	10.3	58.5	17.0	4.8	3.1	2.2	1.7	9.3
Std VII						4.7	8.8	54.6	19.8	6.3	2.5	3.8	9.8
Std VIII							3.0	9.8	57.5	23.2	5.8	4.9	8.4
Std IX								2.0	9.7	50.3	15.5	8.9	6.0
Std X									1.2	10.9	64.9	47.6	6.2
Std XI										0.0	0.1	1.2	0.0
Std XII													0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Puducherry

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	97.2	37.5	0.5	4.6	4.8	2.7	3.7	1.5	3.4	4.9	2.7	5.9	9.9
Std II	2.9	58.7	77.8										7.9
Std III		3.8	21.3	78.0									8.0
Std IV			0.5	13.6	88.3								7.2
Std V				3.9	5.9	87.4							11.0
Std VI					1.1	7.2	94.3	21.3					10.4
Std VII						2.7	2.0	72.3	13.2				8.5
Std VIII								4.9	77.8	11.4			10.8
Std IX									5.6	80.4	4.9		8.6
Std X										3.4	87.6	8.7	11.4
Std XI											4.9	75.9	6.2
Std XII												9.5	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Punjab

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	86.0	67.6	37.1	12.9	2.8	5.0	6.4	7.8	8.5	9.4	3.9	5.4	12.0
Std II	10.3	24.7	38.3	30.9	12.2								9.6
Std III	3.8	7.8	19.1	38.0	35.3	15.6							11.2
Std IV			5.6	13.4	35.0	27.3	15.7						10.2
Std V				4.8	11.0	39.4	35.8	14.1					11.4
Std VI					3.7	9.4	30.0	37.9	16.0				10.4
Std VII						3.4	9.9	28.8	31.5	14.3	5.1		9.2
Std VIII							2.2	9.8	35.5	41.3	23.8	11.0	11.1
Std IX								1.6	7.2	26.1	29.1	16.8	6.7
Std X									1.2	8.1	30.4	37.0	5.7
Std XI										0.9	7.7	22.1	2.0
Std XII												7.6	0.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Rajasthan

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	74.5	50.5	20.6	9.3	2.3	7.0	6.9	4.6	4.3	6.1	6.1	7.0	12.6
Std II	19.3	33.9	43.1	22.5	8.9								12.1
Std III	6.3	11.0	23.2	35.3	22.1	12.6							11.7
Std IV		4.6	8.3	19.5	33.7	21.2	10.1	6.5					10.5
Std V			4.7	9.3	22.7	32.9	25.6	12.4	5.5				11.6
Std VI				4.0	7.3	17.7	33.0	25.2	11.5	7.3			10.0
Std VII					2.9	6.3	17.1	29.2	23.9	12.6	6.3		8.8
Std VIII						2.4	5.8	17.1	35.8	30.2	20.3	12.1	9.4
Std IX							1.6	5.0	14.1	27.0	23.6	13.9	5.7
Std X									5.0	14.3	34.6	37.2	5.4
Std XI										2.5	6.9	19.3	1.5
Std XII											2.2	10.7	0.7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Sikkim

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	78.0	70.3	46.4	21.5	10.4	3.3	2.7	4.9	3.3	5.3	4.5	2.5	12.6
Std II	12.8	21.7	36.2	39.3	28.9	13.8	6.9						13.1
Std III	9.3	8.0	16.1	24.6	36.4	27.0	18.9	10.4	5.6				13.9
Std IV			1.2	11.0	16.2	29.8	28.6	23.8	11.8	8.6			13.7
Std V				3.7	8.0	20.4	25.9	27.2	20.2	19.8	16.9	8.2	14.9
Std VI						5.7	13.8	21.6	25.5	17.6	14.9	11.7	11.2
Std VII							3.2	10.5	19.9	19.4	18.8	22.0	8.6
Std VIII								1.8	11.4	19.5	24.1	13.6	6.3
Std IX									2.4	8.7	12.9	23.1	3.8
Std X										1.2	6.8	16.1	1.7
Std XI											1.0	2.8	0.2
Std XII													0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

TAMIL NADU

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	92.7	71.0	4.9	5.6	7.5	7.4	1.9	2.9	3.3	5.2	5.5	8.6	8.5
Std II	7.3	25.8	73.6										8.6
Std III		3.2	17.6	71.4									9.1
Std IV			3.9	20.2	77.8								9.9
Std V				2.8	12.5	81.1	8.4						11.3
Std VI					2.2	9.2	76.8	17.7					9.6
Std VII						2.3	11.0	66.3	16.8				10.7
Std VIII							1.9	11.5	65.8	12.8			10.0
Std IX								1.6	13.1	68.9	17.1		9.4
Std X									1.1	11.8	68.1	24.0	8.0
Std XI										1.4	8.3	52.3	5.1
Std XII											1.1	15.2	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Tripura

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	38.6	92.6	53.3	6.4	1.4	2.2	4.8	7.1	7.2	7.4	5.7	5.8	9.4
Std II	44.0	7.4	42.6	58.6	6.6								10.6
Std III	0.0		4.1	30.5	69.7	11.1							12.2
Std IV	8.7			2.5	17.6	60.3	7.1						10.0
Std V	8.7			2.0	4.8	24.3	70.9	12.8					12.3
Std VI						2.1	13.7	67.7	23.3				13.1
Std VII							3.6	11.8	60.0	12.1	9.4		10.1
Std VIII								0.7	9.6	71.2	17.4	10.1	11.3
Std IX									0.0	9.3	50.9	29.4	6.9
Std X										0.0	16.6	53.7	4.0
Std XI											0.0	1.0	0.0
Std XII													0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Uttar Pradesh

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	86.0	73.0	32.5	12.7	5.3	3.1	4.7	3.7	8.1	4.1	10.9	9.5	16.9
Std II	9.7	19.7	46.0	31.6	12.3	8.7							13.6
Std III	4.3	7.3	14.9	35.7	34.2	15.4	7.1	5.3					12.9
Std IV			6.7	13.0	32.6	27.3	12.1	9.0					10.9
Std V				7.0	11.0	29.9	31.9	16.5	7.3	5.5			10.8
Std VI					4.5	10.2	31.5	27.2	13.6	8.2			8.9
Std VII						5.5	9.1	24.5	28.1	12.5	6.4		7.4
Std VIII							3.7	10.6	31.5	29.3	14.5	10.2	7.3
Std IX								3.2	9.1	27.4	25.3	12.1	5.0
Std X									2.1	11.2	35.8	42.8	4.9
Std XI										1.7	4.7	13.6	0.9
Std XII											2.3	11.9	0.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Uttarakhand

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	84.8	64.5	17.2	6.3	1.6	4.2	5.1	2.9	3.3	2.8	4.4	4.6	12.4
Std II	10.0	27.3	53.6	21.3	6.8								11.0
Std III	5.1	5.0	24.0	48.9	26.6	9.0							12.2
Std IV		3.2	5.3	19.2	48.2	28.3	11.7	6.0					12.0
Std V				4.3	12.7	44.3	34.7	16.7	5.2				12.2
Std VI					4.1	10.5	36.9	29.3	12.6	5.0			9.2
Std VII						3.8	9.6	31.2	29.5	15.4	7.7		8.6
Std VIII							2.0	11.6	41.3	35.1	15.9	9.1	8.9
Std IX								2.2	6.9	34.0	31.3	14.7	6.4
Std X									1.3	6.6	33.4	47.7	5.4
Std XI										1.0	6.4	18.0	1.4
Std XII											1.0	6.0	0.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

West Bengal

	5	6	7	8	9	10	11	12	13	14	15	16	Total
Std I	88.5	73.9	33.6	11.6	4.5	7.0	7.0	4.1	6.2	6.3	8.0	5.6	14.4
Std II	7.4	19.9	45.6	33.3	12.5								11.5
Std III	4.0	6.1	16.3	37.2	30.9	11.7							10.7
Std IV			4.4	13.7	36.9	31.9	12.5	7.8					11.1
Std V				4.1	12.0	40.5	41.9	20.5	9.1				13.0
Std VI					3.3	6.6	31.6	38.9	20.7	11.8			11.4
Std VII						2.2	6.0	22.3	35.9	22.4	10.2	7.7	9.5
Std VIII							1.0	6.5	23.6	31.4	15.0	9.6	7.2
Std IX									3.6	23.0	37.8	24.2	6.3
Std X									0.8	5.0	26.6	41.2	4.2
Std XI										0.1	2.3	9.7	0.6
Std XII												2.0	0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

SAMPLE DESCRIPTION

STATE	Districts		Surveyed			Number of children in age group								
	Actual	Surveyed	Villages	Households	3-16 years	3-5 years			6-14 years			15-16 years		
						Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
AndhraPradesh	22	22	647	13299	24277	3104	1568	1503	18668	9156	9329	2505	1221	1264
Arunachal Pradesh	13	10	211	4345	10412	1785	881	843	7226	3856	3159	1401	780	585
Assam	23	23	674	13652	27318	5009	2466	2385	19607	9928	9105	2702	1397	1238
Bihar	37	35	997	20683	56784	10800	5595	5002	41570	22771	18189	4414	2696	1672
Chhattisgarh	16	15	434	9001	17915	3262	1541	1581	12475	6123	5852	2178	1064	1028
Dadra and Nagar Haveli	1	1	26	603	1069	161	87	74	815	396	418	93	50	43
Daman and Diu	2	2	12	1200	2091	303	179	124	1483	756	724	305	182	122
Goa	2	2	59	1211	1735	338	195	142	1172	664	504	225	119	105
Gujarat	26	25	746	15258	28490	5075	2828	2237	20822	11761	9020	2593	1549	1041
Haryana	20	20	564	12019	26370	4215	2230	1728	19188	10440	7825	2967	1618	1231
Himachal Pradesh	12	12	349	6846	12696	2355	1258	1095	9003	4596	4401	1338	652	685
Jammu and Kashmir	14	14	387	8327	18624	2460	1292	1126	13482	7290	6056	2682	1512	1138
Jharkhand	22	17	570	11738	26785	4916	2469	2341	19755	10655	8662	2114	1250	827
Karnataka	27	27	785	16174	28476	4658	2336	2322	20685	10436	10243	3133	1540	1593
Kerala	14	12	313	7390	12912	1747	872	838	9668	4852	4638	1497	704	759
Madhya Pradesh	45	45	1322	27016	58101	9650	5046	4449	42545	23328	18648	5906	3440	2368
Maharashtra	33	33	985	19859	34291	5830	3051	2717	24633	12952	11480	3828	1975	1829
Manipur	9	9	223	5232	11046	2032	1006	991	7951	4056	3781	1063	547	494
Meghalaya	7	7	193	3845	9392	1651	793	836	6725	3333	3321	1016	514	491
Mizoram	8	8	139	3011	6806	1220	562	598	5003	2500	2345	583	272	299
Nagaland	11	10	274	5990	14421	2499	1327	1171	10487	5624	4862	1435	795	640
Orissa	30	30	883	17588	30996	5675	2886	2653	22135	11417	10318	3186	1684	1453
Puducherry	2	2	43	1203	2257	400	217	183	1438	786	649	419	263	156
Punjab	19	19	546	11379	20080	3189	1571	1315	14244	7333	5624	2647	1326	1090
Rajasthan	32	32	938	18951	46546	7901	3956	3276	33216	17480	13079	5429	3084	1853
Sikkim	4	4	83	2277	4000	623	306	310	2938	1450	1469	439	225	214
Tamil Nadu	29	29	809	17320	29777	4377	2168	2156	21349	10515	10615	4051	1953	2050
Tripura	4	4	108	2175	3402	523	240	258	2483	1216	1158	396	196	186
Uttar Pradesh	69	69	2039	41389	106303	17157	9195	7743	78269	42641	34746	10877	6085	4671
Uttarakhnad	13	9	338	6768	13746	2236	1224	1009	9992	5401	4581	1518	815	703
West Bengal	17	17	501	10217	17123	3174	1607	1531	11958	6136	5725	1991	1004	972
ALL INDIA	**583**	**564**	**16198**	**335966**	**704241**	**118325**	**60952**	**54537**	**510985**	**269848**	**230526**	**74931**	**40512**	**32800**

VILLAGE INFRASTRUCTURE AND HOUSEHOLD INDICATORS

	% of villages with the following facilities									% of households with the following facilities						
STATE	Electricity	Pukka Road	STD Booth	Post Office	Ration Shop	Bank	Govt Pri. School	Govt Middle Sch	Govt Sec. School	Private School	Katcha	Semi Pukka	Pukka	Electricity	T.V.	Phone	Livestock
Andhra Pradesh	99.4	88.6	87.8	75.6	89.6	41.4	96.6	72.6	60.8	49.6	26.0	27.6	46.5	94.3	67.9	54.3	38.5
Arunachal Pradesh	79.9	52.2	29.0	30.9	42.8	20.6	73.0	55.0	25.3	28.8	65.9	23.8	10.3	74.1	44.4	31.8	76.2
Assam	65.9	32.7	35.3	29.9	73.0	8.3	86.8	40.7	15.1	32.9	71.0	18.8	10.2	36.2	30.3	34.6	77.3
Bihar	59.8	53.2	55.9	43.2	71.3	18.5	89.6	68.8	22.9	39.9	41.9	31.4	26.8	27.4	17.8	38.0	72.8
Chhattisgarh	94.6	66.7	39.1	34.2	74.7	16.9	99.5	75.8	26.9	30.7	71.2	18.7	10.1	80.8	42.9	24.0	72.6
Dadra and Nagar Haveli	100.0	96.0	60.0	64.0	78.3	24.0	100.0	62.5	33.3	39.1	46.1	30.9	23.1	92.2	46.8	39.8	47.8
Daman and Diu	100.0	100.0	90.0	60.0	72.7	30.0	100.0	88.9	77.8	44.4	7.1	30.6	62.3	99.3	89.8	78.7	21.1
Goa	100.0	100.0	93.2	78.0	88.1	84.5	96.6	76.3	71.2	72.9	5.6	47.2	47.3	99.7	92.9	88.5	25.4
Gujarat	99.0	86.9	69.8	63.2	74.7	31.0	98.3	77.5	35.7	23.0	30.3	35.2	34.4	91.7	59.9	57.3	60.0
Haryana	84.9	95.1	82.6	59.7	84.6	41.7	95.8	83.2	62.1	64.6	11.3	26.0	62.8	87.6	67.2	67.5	74.7
Himachal Pradesh	98.9	67.3	54.1	54.8	66.8	34.9	84.7	62.8	38.8	39.5	24.4	23.9	51.7	99.0	86.0	80.3	77.9
Jammu and Kashmir	94.8	60.9	52.9	36.1	67.5	19.4	88.7	75.4	38.3	62.4	32.3	31.7	36.0	91.8	59.9	64.0	78.5
Jharkhand	61.0	61.3	40.7	32.6	61.0	20.1	86.9	67.0	25.2	33.0	65.0	19.7	15.3	42.7	22.4	28.4	78.2
Karnataka	96.9	82.7	81.8	68.4	78.9	49.4	96.4	86.4	48.2	46.1	22.4	44.6	33.0	90.4	57.6	52.5	52.1
Kerala	100.0	95.6	99.3	100.0	99.6	98.5	97.7	94.1	85.0	95.3	16.1	24.5	59.4	93.0	78.4	80.3	37.0
Madhya Pradesh	93.1	58.9	46.1	39.8	59.6	21.1	97.5	72.8	27.6	45.4	59.5	25.5	15.0	74.7	39.6	39.1	75.3
Maharashtra	98.2	80.2	71.4	53.9	84.9	34.2	96.5	60.8	27.7	46.0	23.4	33.3	43.3	81.3	56.5	50.6	57.1
Manipur	81.3	47.6	33.5	30.2	24.8	15.1	80.2	53.0	20.6	60.0	61.1	33.7	5.2	83.1	52.7	50.0	43.4
Meghalaya	86.2	47.9	22.4	24.6	54.2	13.4	86.1	38.1	13.5	67.6	59.1	30.2	10.7	73.7	36.4	28.9	74.6
Mizoram	87.6	71.1	58.4	64.8	87.5	31.2	96.1	89.1	50.4	66.9	50.7	44.9	4.5	75.8	40.0	44.6	55.9
Nagaland	95.2	51.1	21.7	32.7	38.2	9.2	93.4	51.5	10.7	50.7	42.5	44.5	13.0	90.4	47.1	42.4	68.0
Orissa	83.8	71.2	38.9	39.7	57.7	17.7	92.0	66.5	33.4	23.1	57.8	22.0	20.2	47.0	33.8	31.2	65.8
Puducherry	97.7	72.1	81.4	51.2	83.7	39.5	88.1	57.1	33.3	59.5	45.4	20.8	33.8	93.2	89.6	58.6	13.8
Punjab	98.5	95.1	90.1	50.5	87.3	31.1	96.3	70.7	48.1	59.1	6.9	30.9	62.2	95.2	85.5	78.5	65.9
Rajasthan	93.9	87.3	65.5	49.9	64.8	24.2	87.7	81.2	50.4	58.7	30.4	22.6	47.1	66.8	39.3	61.1	84.8
Sikkim	98.8	66.7	30.1	50.0	78.5	20.8	80.3	61.9	54.2	59.5	29.0	46.6	24.3	93.7	60.8	63.8	76.7
Tamil Nadu	98.6	77.6	75.5	69.3	89.1	39.5	86.3	59.4	38.5	35.4	23.3	49.2	27.5	94.5	81.9	61.0	42.1
Tripura	93.7	60.4	58.4	60.9	67.5	16.9	93.3	72.4	50.6	22.9	62.8	29.1	8.1	76.2	53.1	33.9	72.9
Uttar Pradesh	88.5	84.3	52.9	36.2	74.2	16.4	93.3	63.3	17.8	54.3	32.0	29.0	39.0	34.9	29.7	46.7	79.5
Uttaranchal	92.7	53.0	36.3	33.1	59.3	15.7	93.3	51.3	27.3	42.9	15.6	28.8	55.7	83.5	62.3	60.0	79.0
West Bengal	88.5	44.2	58.2	38.1	54.3	22.0	91.7	34.0	58.3	29.8	56.4	22.0	21.6	52.5	33.8	35.4	61.3
Total	88.8	71.9	58.5	47.8	71.3	26.6	92.5	67.1	33.8	45.6	37.0	29.3	33.7	65.9	46.7	48.3	64.5

SAMPLE DESIGN OF RURAL ASER 2008

Dr. Wilima Wadhwa*

The purpose of rural ASER 2008 is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading, writing and math ability) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage. The latter set of questions is different each year.

ASER 2006 and 2007 tested reading comprehension for different kinds of readers. ASER 2008 has for the first time questions on telling time and oral math problems using currency. In addition, this year's ASER survey has incorporated questions on village infrastructure and household assets. Investigators were asked to record whether the village visited had a pucca road leading to it, whether it had a bank, ration shop, etc. In the sampled households information on assets like type of house, phone, television, etc was recorded. This will be able to better establish the links between household affluence and learning.

As compared to previous years, ASER 2008 is fairly lean in the number of variables on which information has been collected. Instead the attempt this year has been to strengthen and streamline the process. Master trainers were appointed in each state. In each district 2 – 4 villages were re-visited after the survey in order to check how the survey was conducted.

Since one of the goals of ASER is to generate estimates of change in learning, a panel survey design would provide more efficient estimates of the change. However, given the large sample size of the ASER surveys and cost considerations, we adopted a rotating panel of villages rather than children. In ASER 2007, we retained the 10 villages from 2005 and 2006 and added 10 new villages. In ASER 2008 we dropped the 10 villages from ASER 2005, kept the 10 villages from 2006 and 2007 and added 10 more villages from the census village directory.

The sampling strategy used will generate a representative picture of each district. All rural districts will be surveyed. The estimates obtained will then be aggregated to the state and all-India levels.

Since estimates were to be generated at the district level, the minimum sample size calculations had to start at the district level. The sample size is determined by the following considerations:

- Incidence of what is being measured in the population. Since a survey of learning has never been done in India, the incidence of what we are trying to measure is unknown in the population.[1]
- Confidence level of estimates. The standard used is 95%.
- Precision required on either side of the true value. The standard degree of accuracy most surveys employ is between 5 and 10 per cent. An absolute precision of 5 % along with a 95% confidence level implies that the estimates generated by the survey will be within 5 percentage points of the true values with a 95% probability. The precision can also be specified in relative terms – a relative precision of 5% means that the estimates will be within 5% of the true value. Relative precision requires higher sample sizes.

Sample size calculations can be done in various ways, depending on what assumptions are made about the underlying population. With a 50 % incidence, 95% confidence level and 5% absolute precision, the minimum sample size required in each strata[2] is 384.[3] This derivation assumes that the population proportion is normally distributed. On the other hand, a sample size of 384 would imply a relative precision of 10%. If we were to require a 5% relative precision, the sample size would increase to 1600.[4] Note that all the sample size calculations require estimating the incidence in the population. In our case, we can get an estimate of the incidence from previous ASER surveys. However, incidence varies

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[1] For the rural sector we can use the estimates from ASER 2007 to get an idea of the incidence in the population.

[2] Stratification is discussed below.

[3] The sample size with absolute precision is given by $\frac{z^2pq}{d^2}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), $q=(1-p)$ and d is the degree of precision required (0.05).

[4] The sample size with relative precision is given by $\frac{z^2q}{r^2p}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), $q = (1-p)$ and r is the degree of relative precision required (0.1).

across different indicators — so incidence of reading ability is different from incidence of dropouts. In addition, we often want to measure things that are not binary for which we need more observations.
Given these considerations, the sample size was decided to be 600 households in each district.[5] In each district, we have 10 villages from ASER 2006 and ASER 2007 and an additional 10 villages have been added this year to the sample, giving us a total of 30 villages per district. In each village 20 households are surveyed as in ASER 2007, giving a household sample size of 600 per district. National estimates from ASER 2006 put the proportion of children who could subtract or do more at 58%. If we use this as a measure of incidence, then our sample size of 600 would imply a relative precision of about 7% and an absolute precision of 4% at the district level to measure the proportion of children who could subtract. Note that at the state level and at the all-India level the survey has many more observations lending estimates at those levels much higher levels of precision.

If we had house lists at the district level, the 600 households could be randomly selected. In the absence of these, a two-stage sample design was adopted. In the first stage, 30 villages were randomly selected using the village directory of the 2001 census as the sample frame.[6] In the second stage 20 households were randomly selected in each of the 30 selected villages in the first stage.

Villages were selected using the probability proportional to size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the sampling units vary considerably in size because it assures that those in larger sites have the same probability of getting into the sample as those in smaller sites, and vice verse.[7], [8]

In the selected villages, 20 households are surveyed. Ideally, a complete houselist of the selected village should have been made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households was adopted that preserved randomness as much as possible. The field investigators were asked to divide the village into four parts. This was done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households on the periphery of the village. In each of the four parts, investigators were asked to start at a central location and pick every 5th household in a circular fashion till 5 households were selected. In each selected household, all children in the age group of 6-14 were tested.[9]

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level households had to assigned weights — also called inflation factors. The inflation factor corresponding to particular household denotes the number of households that the sampled household represents in the population. Given that 600 households are sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and, therefore, have a larger weight associated with it than one in a sparsely populated district.

The advantage of using PPS sampling is that the sample is self weighting at the district level. In other words, in each district the weight assigned to each of the sampled household turns out to be the same. This is because, the inflation factor associated with a household is simply the inverse of the probability of it being selected into the sample times the number of households in the sample. Since PPS sampling ensures that all households have an equal chance of being selected at the district level, the weights associated with households in the same district are the same. Therefore, weighted estimates are exactly the same as the un-weighted estimates at the district level. However, to get estimates at the state and national levels, weighted estimates are needed since states have a different number of districts and districts vary by population.

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[5] Sample size calculations assume simple random sampling. However, simple random sampling is unlikely to be the method of choice in an actual field survey. Therefore, often a "design effect" is added to the sample size. A design effect of 2 would double the sample size. At the district level a 7% precision along with a 95% confidence level would imply a sample size of 196, giving us a design effect of approximately two.

[6] Of these 30 villages, 10 are from ASER 2006, 10 from ASER 2007 and 10 are newly selected in 2008. They were selected randomly from the same sample frame. The 10 new villages are picked as an independent sample.

[7] Probability proportional to size (PPS) is a sampling technique in which the probability of selecting a sampling unit (village, in our case) is proportional to the size of its population. The method works as follows: First, the cumulative population by village calculated. Second, the total household population of the district is divided by the number of sampling units (villages) to get the sampling interval (SI). Third, a random number between 1 and the SI is chosen. This is referred to as the random start (RS). The RS denotes the site of the first village to be selected from the cumulated population. Fourth, the following series of numbers is formed: RS; RS+SI; RS+2SI; RS+3SI; ....
The villages selected are those for which the cumulative population, contains the numbers in the series.

[8] Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two stage design and use PPS to select villages in the first stage.

[9] In larger villages, the investigators increased the interval according to a rough estimate of the number of households in each part. For instance, if a village had 2000 households, each part in the village would have roughly 500 households. Selecting every 5th household would leave out a large chunk of the village un-surveyed. In such situations, investigators were asked to increase the interval between selected households.

Even though the purpose of the survey is to estimate learning levels among children, the household was chosen as the second stage sampling unit. This has a number of advantages. First, children are tested at home rather than in school, allowing all children to be tested rather than just those in school. Further, testing children in school might create a since teachers may encourage testing the brighter children in class. Second, a household sample will generate an age distribution of children which can be cross-checked with other data sources, like the census and the NSS. Third, a household sample makes calculation of the inflation factors easier since the population of children is no longer needed.

Often household surveys are stratified on various parameters of interest. The reason for stratification is to get enough observations on entities that have the characteristic that is being studied. For instance, the NSS uses a two stage stratified sample for their consumption surveys. In the first stage the sample is stratified by population and in the second stage households are stratified on the basis of their affluence. The reason for doing this is that the purpose of the survey is to generate poverty estimates for which a representative sample must include enough non-affluent households. The ASER survey stratifies the sample by population in the first stage. No stratification was done at the second stage. Since the proportion of population in the 6-14 age group is about 22% and the average household size is about 5,[10] a simple random sample at the second stage would yield enough children in the sample. Finally, if we were to stratify on households with children in the 6-14 age group, we would need the population of such households in the village, which is not possible without a complete house list of the village.

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[10] NSS 55th Round.

HOUSEHOLD FORMAT ENGLISH

ASER 2008 SURVEY - HOUSEHOLD SURVEY SHEET

- Make a Map
- Divide the Village into 4 sections.
- Visit 5 households in each section using the 5th Household Rule.
- Survey all Children of 3 to 16 age
- Test children of ages 5 to 16 only, for Reading, Maths and the Bonus Test.
- Please ask 'Mothers information directly to them. Only if the mother is not present, then ask another family member.

- Use the calender provided to ask questions on child's attendance to a parent or adult present at the time of survey.
- As far as possible, record information in the "HOUSEHOLD INDICATORS" section based on observation. Where it cannot be observed, please ask an adult in the house.
- See "Instruction Booklet" for more.

State	ARUNACHAL PRADESH
District	Elkaming.
Block	Seijosa
Village	Niti Parlong.
Date	17/11/08

Full Name of family head

John Talyem

Name of Surveyors

Sarda Joram

Suraj Tayem

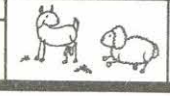
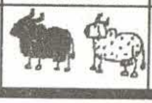
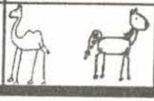
HH No.

9

General Information				Mother's Information (Fill in for each child)				Anganwadi or Pre-School status (Age 3-6)		Schooling Status (Age 5-16)					Out of School children (Currently not enrolled in school)			
				Gone to school?												Drop Out		
Serial No.	Name of Child (Children of 3-16 age group regularly living in the household format)	Age	Sex	Yes	No	Studied upto which class	Mother's Age	Going	Not going	Std	Govt	Pvt	Madarsa	EGS/AIE, other	Never Enrolled	Drop Out	Which class were you in when you left school?	Which year did you drop out (eg:2006)?
1	Ravina Tayem	15	F	✓		5	33			9	✓							
2	Tolia Tayem	15	F	✓		5	33			8		✓						
3	Lin Tayem	10	M	✓		5	33								✓			
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
Total	3									2	1	1			1			

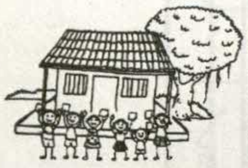
Serial No.	Basic Learning Levels Ask all children between the ages of 5-16 only										Language in which the child was tested	Bonus Test Ask all children between the ages of 5-16 only								Attendance For children currently enrolled in school- Use given calender	
	Reading (Tick the highest level ONLY)					Math (Tick the highest level ONLY)						Time Telling				Fun With Money					
												Clock 1		Clock 2		Part 1		Part 2			
	Nothing	Letter	Word	Para	Story	Nothing	Num Recg 1-9	Num Recg 10-99	Subtraction	Division		Can Tell	Cannot Tell	Can Tell	Cannot Tell	Can Tell	Cannot Tell	Can Tell	Cannot Tell	Number of days in last 7 days that school was open(not including today)	Number of days in last 7 days that child went to school(not including tody)
1					✓					✓	English	✓		✓		✓		✓		4	4
2					✓					✓	English	✓		✓		✓		✓		5	5
3	✓					✓					English		✓		✓	✓			✓		
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
Total		1			2	1				2		2		2		3		2	1		

HOUSEHOLD INDICATORS (Tick the appropriate column)

Total Number of members in the HH who eat from the same kitchen		Type of House			Electricity connection (Look for wires and fittings)		Electricity on?		TV in household		Phone (Mobile or Landline)		How many of the following animals does your household have	None	Goats & Lamb	Number	Cows & Buffaloes	Number	Any other animals	Number
	5	Kutcha	Semi Kutcha	Pucca(with walls, ceiling, floor of brick and cement)	Yes	No	Yes	No	Yes	No	Yes	No								3
				✓	✓			✓	✓			✓								

HOUSEHOLD FORMAT HINDI

असर 2008 : घर सर्वेक्षण प्रपत्र



- •गाँव का नक्शा बनायें, गाँव को 4 भागों में बाँटें।
- •गाँव को 4 भागों में बाँटें और हर हिस्से/मौहल्ले में 5 घरों को हर पाँचवे घर के नियम से चुनें।
- •3–16 आयु वर्ग के सभी बच्चों का सर्वे करें।
- •केवल 5–16 आयु वर्ग के बच्चो को भाषा, गणित और बोनस टेस्ट लें।

- •माताओं की जानकारी उनसें स्वयं पूछें। माताओं की अनुपस्थिति में घर के अन्य सदस्यों से पूछें।
- •दिये गये कलेन्डर का प्रयोग करते हुये बच्चें की उपस्थिति पर उनके अभिभावक या परिवार के किसी बड़े सदस्य से पूछें।
- •जितना संभव हो घरेलू संकेतक अपने अवलोकन के आधार पर भरें जहाँ यह संभव न हो वहाँ घर के सदस्यों से पूछें।
- • और अधिक जानकारी के लिए निर्देश पुस्तिका पढ़ें।

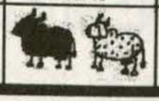
राज्य	हि० प्र०
जिला	ऊना
ब्लॉक/तालुक	ऊना
गाँव	अरनमाला अप्पर
दिनांक	09/11/2008

घर के मुखिया का नाम
कर्म सिंह
सर्वे करने वाले का नाम
मोनिका
कौशल

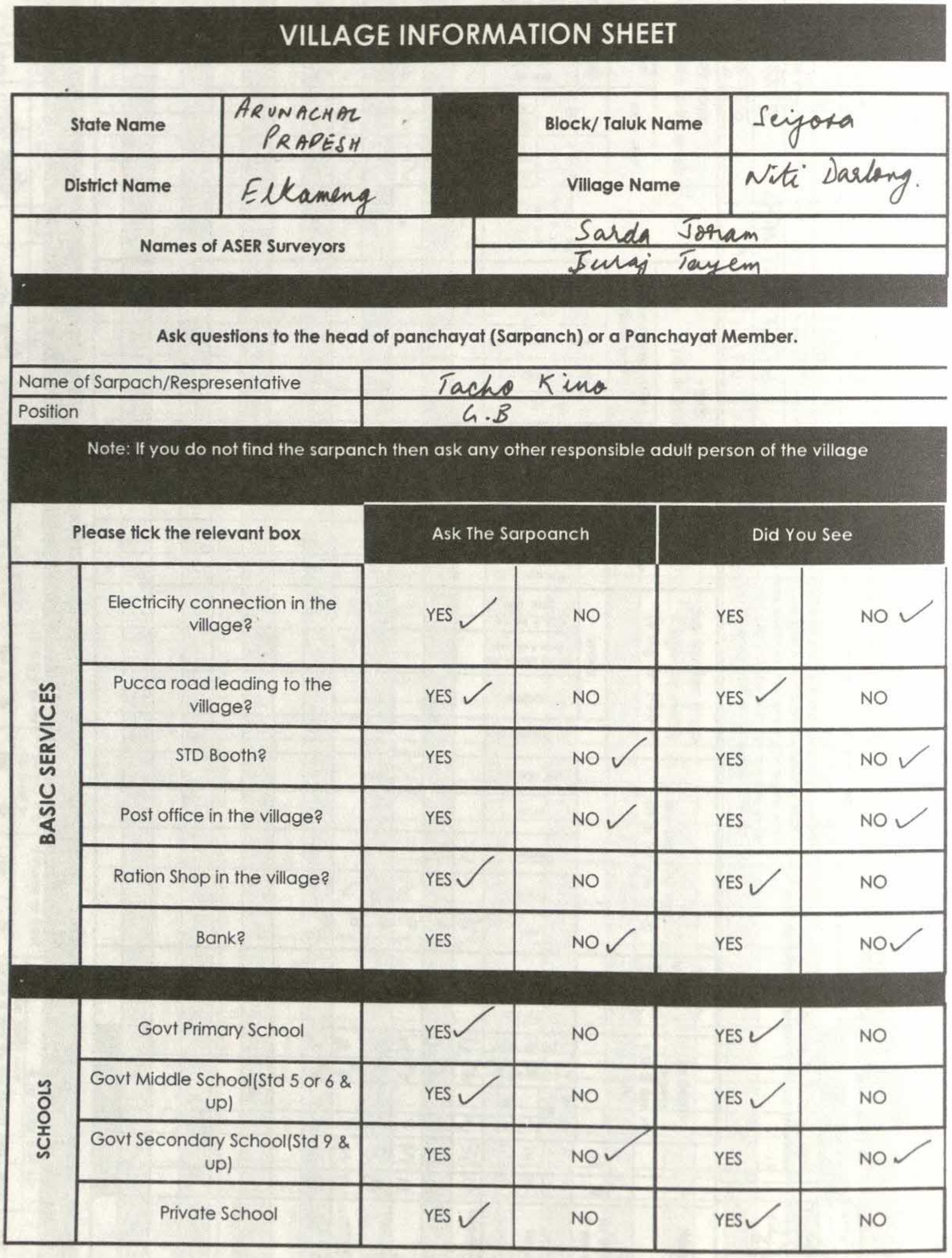
घर का नं.
01

सामान्य जानकारी		आयु	लिंग	माताओं की जानकारी (हर बच्चे के लिए भरें)				आँगनवाड़ी व पूर्व स्कूल (3–6 आयु वर्ग के लिये)		स्कूल जाने वाले बच्चे (5–16 आयु वर्ग के लिए)					स्कूल न जाने वाले बच्चे (जिनका अभी स्कूल में नामांकन नहीं हुआ है)				बेसिक टेस्ट (5–16 वर्ष के बच्चों के लिए)										बच्चे का किस भाषा में टेस्ट लिया गया	बोनस टेस्ट (5–16 वर्ष के बच्चों के लिए)								उपस्थिति (वह बच्चे जिनका स्कूल में नामांकन है कलेन्डर का इस्तेमाल करें)	
क्र. संख्या	बच्चे का नाम (3–16 वर्ष के वे बच्चे जो इस घर में नियमित रूप से रहते हैं)			स्कूल गई हैं क्या?		किस कक्षा तक पढ़ाई की	माता की आयु	जाने वाले	नहीं जाने वाले	कक्षा	सरकारी	प्राइवेट	मदरसा	EGS/AIE, अन्य	कभी स्कूल नहीं गया	ड्रापआउट			पढ़ना (उच्चतम स्तर पर निशान लगायें)					गणित (उच्चतम स्तर पर निशान लगायें)						समय बताना				पैसे के साथ खेलना				पिछले 7 दिनों में स्कूल कितने दिन खुला रहा (आज को, शामिल न करें)	पिछले 7 दिनों में बच्चा कितने दिन स्कूल गया? (आज को, शामिल न करें)
				हाँ	नहीं											ड्रापआउट	यदि ड्रापआउट हुआ, तो किस कक्षा में छोड़ा?	किस वर्ष में छोड़ा (उदा. 2006)	कुछ नहीं	अक्षर	शब्द	अनुच्छेद	कहानी	कुछ नहीं	अंक पहचान 1–9 तक	संख्या पहचान 10–99 तक	घटाव	भाग		घड़ी 1		घड़ी 2		पार्ट 1		पार्ट 2			
																														बता पाया	नहीं बता पाया	बता पाया	नहीं बता पाया	बता पाया	नहीं बता पाया	बता पाया	नहीं बता पाया		
1	शिवानी	9	F	✓		10th	32			2nd		✓											✓				✓		HINDI		✓		✓	✓		✓		5	5
2	अमित	11	M	✓		10th	32			5th		✓											✓					✓	〃		✓		✓	✓		✓		5	5
3	विनोद	11	M	✓		8th	30			5th	✓												✓					✓	〃	✓		✓		✓		✓		5	5
4	शालमी	14	F	✓		8th	30			8th	✓												✓					✓	〃	✓		✓		✓		✓		5	5
5	राविन्द	14	M	✓		8th	36			9th	✓												✓					✓	〃	✓		✓		✓		✓		5	5
6	ज्योति	12	F	✓		8th	36			8th	✓												✓					✓	〃	✓		✓		✓		✓		5	5
7																																							
8																																							
9																																							
10																																							
11																																							
12																																							
कुल																																							

घरेलू संकेतक (सही स्थान पर निशान लगाय)

परिवार के उन लोगों की संख्या जो एक ही चूल्हे से खाते हैं	21	घर किस प्रकार का है			बिजली का कनेक्शन है?		सर्वे के समय क्या घर में बिजली थी?		क्या घर में टी.वी. है?		फोन (मोबाइल/लैंड लाइन)		इनमें से कौनसे पशु आपके घर में हैं	कुछ नहीं	बकरी और भेड़	संख्या	गाय और बैल	संख्या	कोई और पशु	संख्या
		कच्चा	आधा कच्चा	पक्का (दीवार, छत, फर्श, सीमेंट और पत्थर से बनी हुई)	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं						07		02
				✓	✓		✓		✓		✓									

VILLAGE INFORMATION SHEET - ENGLISH



VILLAGE INFORMATION SHEET

State Name	ARUNACHAL PRADESH	**Block/ Taluk Name**	Seijosa
District Name	E.Kameng	**Village Name**	Niti Darlong.
Names of ASER Surveyors	Sarda Joram Juraj Tayem		

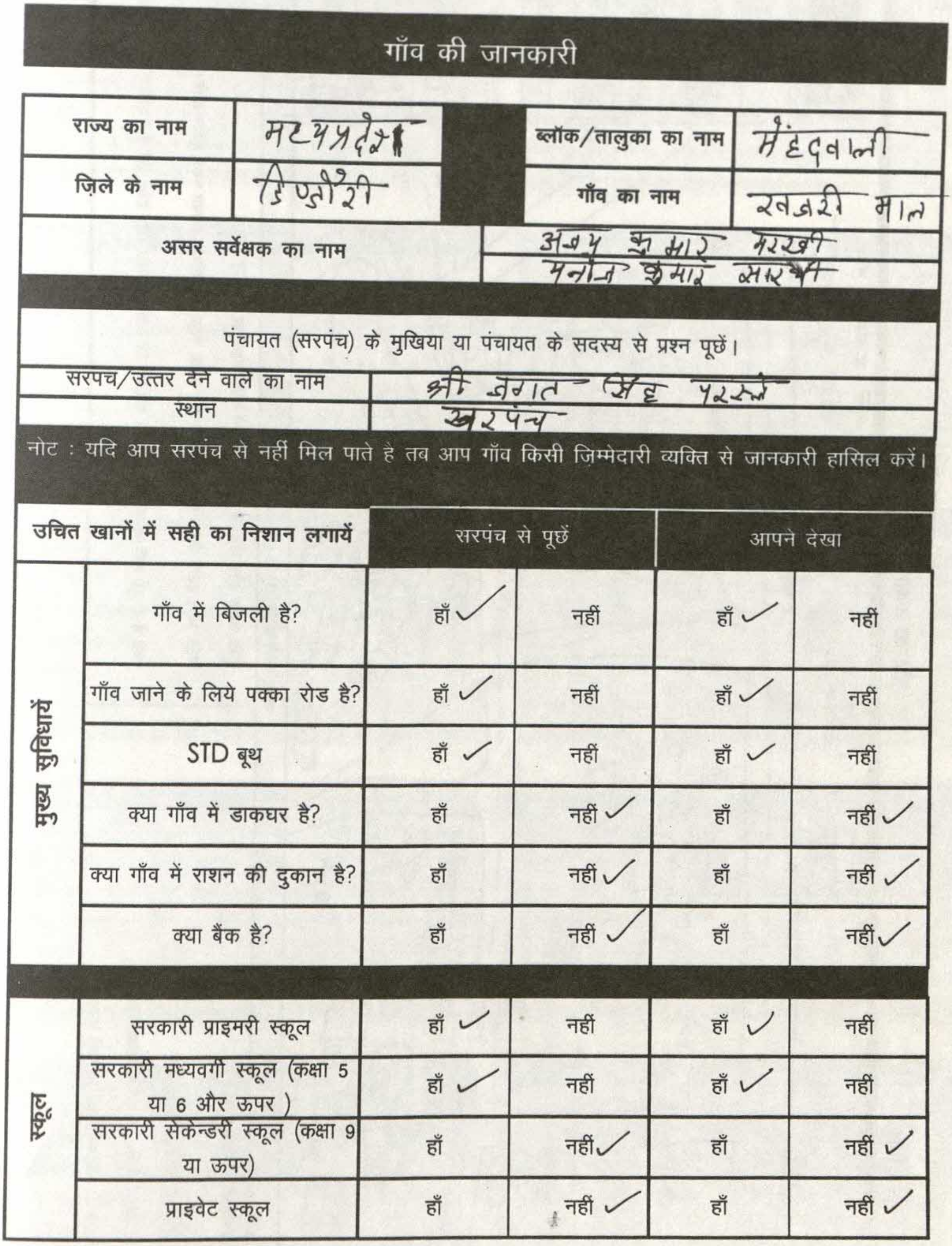
Ask questions to the head of panchayat (Sarpanch) or a Panchayat Member.

Name of Sarpach/Respresentative	Tacho Kino
Position	G.B

Note: If you do not find the sarpanch then ask any other responsible adult person of the village

	Please tick the relevant box	**Ask The Sarpoanch**		**Did You See**	
BASIC SERVICES	Electricity connection in the village?	YES ✓	NO	YES	NO ✓
	Pucca road leading to the village?	YES ✓	NO	YES ✓	NO
	STD Booth?	YES	NO ✓	YES	NO ✓
	Post office in the village?	YES	NO ✓	YES	NO ✓
	Ration Shop in the village?	YES ✓	NO	YES ✓	NO
	Bank?	YES	NO ✓	YES	NO ✓
SCHOOLS	Govt Primary School	YES ✓	NO	YES ✓	NO
	Govt Middle School(Std 5 or 6 & up)	YES ✓	NO	YES ✓	NO
	Govt Secondary School(Std 9 & up)	YES	NO ✓	YES	NO ✓
	Private School	YES ✓	NO	YES ✓	NO

VILLAGE INFORMATION SHEET - HINDI



गाँव की जानकारी

राज्य का नाम	मध्यप्रदेश	ब्लॉक/तालुका का नाम	मेंहदवानी
ज़िले के नाम	डिण्डौरी	गाँव का नाम	रवजरी माल

असर सर्वेक्षक का नाम: अजय कुमार मरावी
मनोज कुमार मरावी

पंचायत (सरपंच) के मुखिया या पंचायत के सदस्य से प्रश्न पूछें।

सरपच/उत्तर देने वाले का नाम: श्री जगत सिंह परस्ते

स्थान: सरपंच

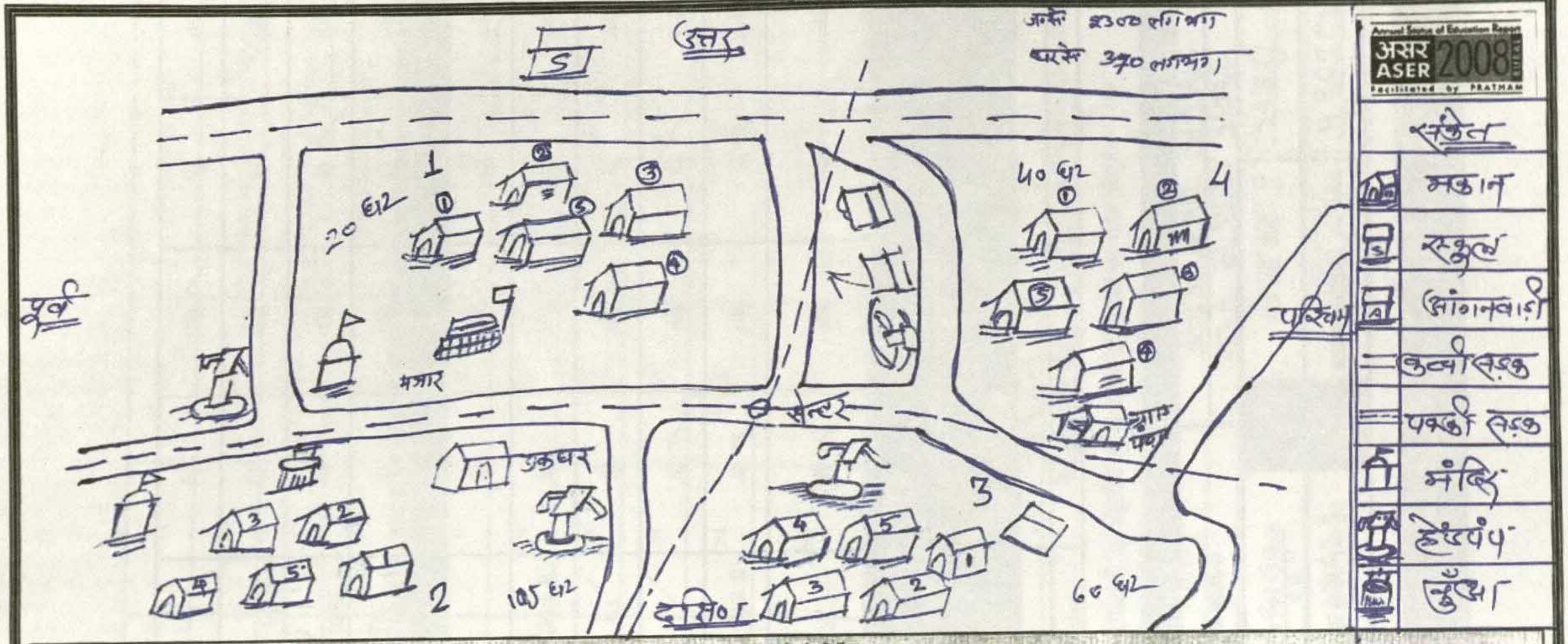
नोट : यदि आप सरपंच से नहीं मिल पाते है तव आप गाँव किसी ज़िम्मेदारी व्यक्ति से जानकारी हासिल करें।

उचित खानों में सही का निशान लगायें		सरपंच से पूछें		आपने देखा	
मुख्य सुविधायें	गाँव में बिजली है?	हाँ ✓	नहीं	हाँ ✓	नहीं
	गाँव जाने के लिये पक्का रोड है?	हाँ ✓	नहीं	हाँ ✓	नहीं
	STD बूथ	हाँ ✓	नहीं	हाँ ✓	नहीं
	क्या गाँव में डाकघर है?	हाँ	नहीं ✓	हाँ	नहीं ✓
	क्या गाँव में राशन की दुकान है?	हाँ	नहीं ✓	हाँ	नहीं ✓
	क्या बैंक है?	हाँ	नहीं ✓	हाँ	नहीं ✓
स्कूल	सरकारी प्राइमरी स्कूल	हाँ ✓	नहीं	हाँ ✓	नहीं
	सरकारी मध्यवगी स्कूल (कक्षा 5 या 6 और ऊपर)	हाँ ✓	नहीं	हाँ ✓	नहीं
	सरकारी सेकेन्डरी स्कूल (कक्षा 9 या ऊपर)	हाँ	नहीं ✓	हाँ	नहीं ✓
	प्राइवेट स्कूल	हाँ	नहीं ✓	हाँ	नहीं ✓

Village map

गाँव का नाम : जोगली

गाँव का नक्शा



नक्शा बनाने के निर्देश

- प्रत्येक हिस्से/मौहल्ले को चिन्हित करें।
- प्रत्येक हिस्से/मौहल्ले को नक्शे में नंबर दें।
- प्रत्येक हिस्से/मौहल्ले में अंदाज़न घरों की संख्या लिखें।
- वे हिस्से/मौहल्ले की ओर संकेत करें जहाँ सर्वे करना है।
- मुख्य सड़क और गाँव से संपर्क मार्ग को अपने नक्शे पर दर्शायें।
- विशेष स्थान दर्शायें जैसे : मंदिर, मस्जिद, नदी, सड़क, स्कूल, बस स्टैण्ड, पंचायत भवन, दुकान आदि।
- नक्शे में दी हुई सभी जानकारियों की जाँच गाँव की सैर करने के दौरान करें। इसमें वहाँ के निवासियों की मदद लें।

OUTLAY EXPENDITURE AND OUTCOME

ANDHRA PRADESH	2005	2006	2007
Allocation (In Rs Crores)	570.1	727.0	1305.2
Expenditure (In Rs Crores)	337.6	492.2	599.4
Average Expenditure Per District Over 3 Years(In Rs Crores)		65.0	
Total out of school children(%)	5.9	4.2	4.3
Pupil Teacher Ratio(%)	24	24	22
Children in Std 1 who could not even read letters(%)	30.8	19.8	26.8
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	53.1	41.3	58.7

ASSAM	2005	2006	2007
Allocation (In Rs Crores)	317.5	401.7	1042.1
Expenditure (In Rs Crores)	224.0	227.1	439.3
Average Expenditure Per District Over 3 Years(In Rs Crores)		38.7	
Total out of school children(%)	7	4.4	6.9
Pupil Teacher Ratio(%)	26	25	25
Children in Std 1 who could not even read letters(%)	37.5	41.3	25.9
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	55.4	56.4	49

BIHAR	2005	2006	2007
Allocation (In Rs Crores)	884.8	900.0	2414.1
Expenditure (In Rs Crores)	341.3	218.2	802.2
Average Expenditure Per District Over 3 Years(In Rs Crores)		36.8	
Total out of school children(%)	13.1	12.8	6.5
Pupil Teacher Ratio(%)	78	65	64
Children in Std 1 who could not even read letters(%)	47.8	42.5	37.3
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	63.2	54	53.9

CHHATTISGARH	2005	2006	2007
Allocation (In Rs Crores)	394.0	550.7	821.3
Expenditure (In Rs Crores)	295.7	424.4	653.9
Average Expenditure Per District Over 3 Years(In Rs Crores)		85.9	
Total out of school children(%)	4.6	7.3	4.6
Pupil Teacher Ratio(%)	37	28	27
Children in Std 1 who could not even read letters(%)	33.4	33.5	32.5
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	52.8	36.2	31.1

DADRA & NAGAR HAVELI	2005	2006	2007
Allocation (In Rs Crores)	8.8	7.3	8.3
Expenditure (In Rs Crores)	0.1	3.8	3.1
Average Expenditure Per District Over 3 Years(In Rs Crores)		7.0	
Total out of school children(%)	0.5	6.3	4.5
Pupil Teacher Ratio(%)		41	45
Children in Std 1 who could not even read letters(%)	64.7	24.6	16.1
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	18.3	44.7	54.3

DAMAN AND DIU	2005	2006	2007
Allocation (In Rs Crores)	3.0	3.5	2.6
Expenditure (In Rs Crores)	0	0.6	0.3
Average Expenditure Per District Over 3 Years(In Rs Crores)		0.4	
Total out of school children(%)	1.1	1	1.6
Pupil Teacher Ratio(%)		34	33
Children in Std 1 who could not even read letters(%)	24.5	13.6	15.4
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	26.8	66.3	54.4

GOA	2005	2006	2007
Allocation (In Rs Crores)	0	12.1	21.3
Expenditure (In Rs Crores)	0	4.9	11.1
Average Expenditure Per District Over 3 Years(In Rs Crores)		8.0	
Total out of school children(%)	0.3	1.6	0.5
Pupil Teacher Ratio(%)		25	24
Children in Std 1 who could not even read letters(%)	3.2	3.5	4.5
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	79	73.8	78.5

GUJARAT	2005	2006	2007
Allocation (In Rs Crores)	291.8	303.3	389.4
Expenditure (In Rs Crores)	186.3	238.3	280.3
Average Expenditure Per District Over 3 Years(In Rs Crores)		27.1	
Total out of school children(%)	3.4	5.6	3.7
Pupil Teacher Ratio(%)	36	35	35
Children in Std 1 who could not even read letters(%)	34.9	32.9	30
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	43.4	46.6	40.1

HARYANA	2005	2006	2007
Allocation (In Rs Crores)	229.2	249.1	365.0
Expenditure (In Rs Crores)	113.6	167.9	274.8
Average Expenditure Per District Over 3 Years(In Rs Crores)		27.8	
Total out of school children(%)	5.1	4.9	3.6
Pupil Teacher Ratio(%)	36	33	32
Children in Std 1 who could not even read letters(%)	37.5	32.4	32.5
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	56.8	61.7	54.2

HIMACHAL PRADESH	2005	2006	2007
Allocation (In Rs Crores)	121.6	120.4	121.2
Expenditure (In Rs Crores)	84.2	98.2	104.2
Average Expenditure Per District Over 3 Years(In Rs Crores)		23.9	
Total out of school children(%)	1	1.3	1
Pupil Teacher Ratio(%)	21	20	18
Children in Std 1 who could not even read letters(%)	19	18.7	12.9
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	66.5	58.6	72.7

Source: Pupil Teacher Ratio: Dise 2006-07, Flash Statistics.
Allocation, Expenditure data: MHRD
Out of school and learning percentage: ASER 2005, ASER 2006, ASER 2007

OUTLAY EXPENDITURE AND OUTCOME

JAMMU AND KASHMIR	2005	2006	2007
Allocation (In Rs Crores)	207.0	283.5	354.5
Expenditure (In Rs Crores)	81.6	136.3	198.1
Average Expenditure Per District Over 3 Years(In Rs Crores)		29.7	
Total out of school children(%)	2.6	4.7	3.6
Pupil Teacher Ratio(%)	19	18	16
Children in Std 1 who could not even read letters(%)	13.6	18.8	11.1
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	49.7	37	37.9

JHARKHAND	2005	2006	2007
Allocation (In Rs Crores)	447.0	595.1	1042.9
Expenditure (In Rs Crores)	292.5	203.6	504.0
Average Expenditure Per District Over 3 Years(In Rs Crores)		45.5	
Total out of school children(%)	9.7	8.9	5
Pupil Teacher Ratio(%)	54	48	48
Children in Std 1 who could not even read letters(%)	42.8	41.8	33.6
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	54.9	49.7	42.6

KARNATAKA	2005	2006	2007
Allocation (In Rs Crores)	435.3	432.2	742.2
Expenditure (In Rs Crores)	344.6	354.6	525.8
Average Expenditure Per District Over 3 Years(In Rs Crores)		45.4	
Total out of school children(%)	1.9	4.9	3.5
Pupil Teacher Ratio(%)	35	30	32
Children in Std 1 who could not even read letters(%)	46.1	29.8	23.7
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	39.3	38.7	37.6

KERALA	2005	2006	2007
Allocation (In Rs Crores)	167.9	175.4	171.5
Expenditure (In Rs Crores)	93.8	103.0	100.0
Average Expenditure Per District Over 3 Years(In Rs Crores)		21.2	
Total out of school children(%)	0.6	0.4	0.4
Pupil Teacher Ratio(%)	28	29	27
Children in Std 1 who could not even read letters(%)	9.1	2.2	4.4
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	79.1	73.9	69.6

MADHYA PRADESH	2005	2006	2007
Allocation (In Rs Crores)	1250.4	1422.8	1869.9
Expenditure (In Rs Crores)	605.1	854.5	1345.8
Average Expenditure Per District Over 3 Years(In Rs Crores)		62.3	
Total out of school children(%)	4	3.8	2.2
Pupil Teacher Ratio(%)	32	36	38
Children in Std 1 who could not even read letters(%)	57.1	19.4	11.3
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	38.4	65	68.4

MAHARASHTRA	2005	2006	2007
Allocation (In Rs Crores)	856.0	882.2	1064.6
Expenditure (In Rs Crores)	389.6	636.5	1026.7
Average Expenditure Per District Over 3 Years(In Rs Crores)		62.2	
Total out of school children(%)	2.8	3.8	1.8
Pupil Teacher Ratio(%)	28	29	28
Children in Std 1 who could not even read letters(%)	29.1	19.6	12.2
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	65.7	66	74.8

MANIPUR	2005	2006	2007
Allocation (In Rs Crores)	46.0	50.2	62.4
Expenditure (In Rs Crores)	13.5	12.8	21.5
Average Expenditure Per District Over 3 Years(In Rs Crores)		5.3	
Total out of school children(%)	7.2	5.6	4.5
Pupil Teacher Ratio(%)		20	20
Children in Std 1 who could not even read letters(%)	21.3	22.9	4.5
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	62.2	51.5	66.3

MEGHALAYA	2005	2006	2007
Allocation (In Rs Crores)	54.3	34.7	91.5
Expenditure (In Rs Crores)	21.5	20.5	49.2
Average Expenditure Per District Over 3 Years(In Rs Crores)		13.0	
Total out of school children(%)	8.2	6.8	7.5
Pupil Teacher Ratio(%)	19	17	18
Children in Std 1 who could not even read letters(%)	2.2	6.9	5
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	81.2	72	67.7

NAGALAND	2005	2006	2007
Allocation (In Rs Crores)	34.4	33.9	62.0
Expenditure (In Rs Crores)	27.5	28.8	38.4
Average Expenditure Per District Over 3 Years(In Rs Crores)		8.6	
Total out of school children(%)	18.8	5	3.2
Pupil Teacher Ratio(%)	22	22	22
Children in Std 1 who could not even read letters(%)	6.3	4.1	3.1
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	76	48.3	54.2

ORISSA	2005	2006	2007
Allocation (In Rs Crores)	640.0	654.4	939.6
Expenditure (In Rs Crores)	280.6	371.7	637.5
Average Expenditure Per District Over 3 Years(In Rs Crores)		43.0	
Total out of school children(%)	8.8	9.1	8
Pupil Teacher Ratio(%)	37	35	33
Children in Std 1 who could not even read letters(%)	50.7	39.2	36.6
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	45.4	47.3	44.5

Source: Pupil Teacher Ratio: Dise 2006-07, Flash Statistics.
Allocation, Expenditure data: MHRD
Out of school and learning percentage: ASER 2005, ASER 2006, ASER 2007

OUTLAY EXPENDITURE AND OUTCOME

PUDUCHERRY	2005	2006	2007
Allocation (In Rs Crores)	10.6	12.4	9.4
Expenditure (In Rs Crores)	2.7	5.4	4.0
Average Expenditure Per District Over 3 Years(In Rs Crores)		6.1	
Total out of school children(%)		0.3	1.1
Pupil Teacher Ratio(%)	27	24	24
Children in Std 1 who could not even read letters(%)		39.7	36.9
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)		24.5	27.3

PUNJAB	2005	2006	2007
Allocation (In Rs Crores)	200.3	225.8	232.8
Expenditure (In Rs Crores)	96.4	118.4	157.7
Average Expenditure Per District Over 3 Years(In Rs Crores)		19.6	
Total out of school children(%)	3.7	3.2	2.9
Pupil Teacher Ratio(%)	29	33	32
Children in Std 1 who could not even read letters(%)	39.7	24.5	19.9
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	46.1	49.5	53.8

RAJASTHAN	2005	2006	2007
Allocation (In Rs Crores)	640.9	854.2	1253.4
Expenditure (In Rs Crores)	395.9	755.3	1057.3
Average Expenditure Per District Over 3 Years(In Rs Crores)		69.0	
Total out of school children(%)	10.2	10.8	6.5
Pupil Teacher Ratio(%)	34	33	31
Children in Std 1 who could not even read letters(%)	58.2	66.5	45
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	46.7	38.4	35.8

TAMIL NADU	2005	2006	2007
Allocation (In Rs Crores)	440.5	487.8	723.2
Expenditure (In Rs Crores)	366.4	408.0	411.2
Average Expenditure Per District Over 3 Years(In Rs Crores)		40.9	
Total out of school children(%)	2.4	2.1	1.2
Pupil Teacher Ratio(%)	39	29	27
Children in Std 1 who could not even read letters(%)	44.9	51.1	57.8
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	39.5	24.9	28.4

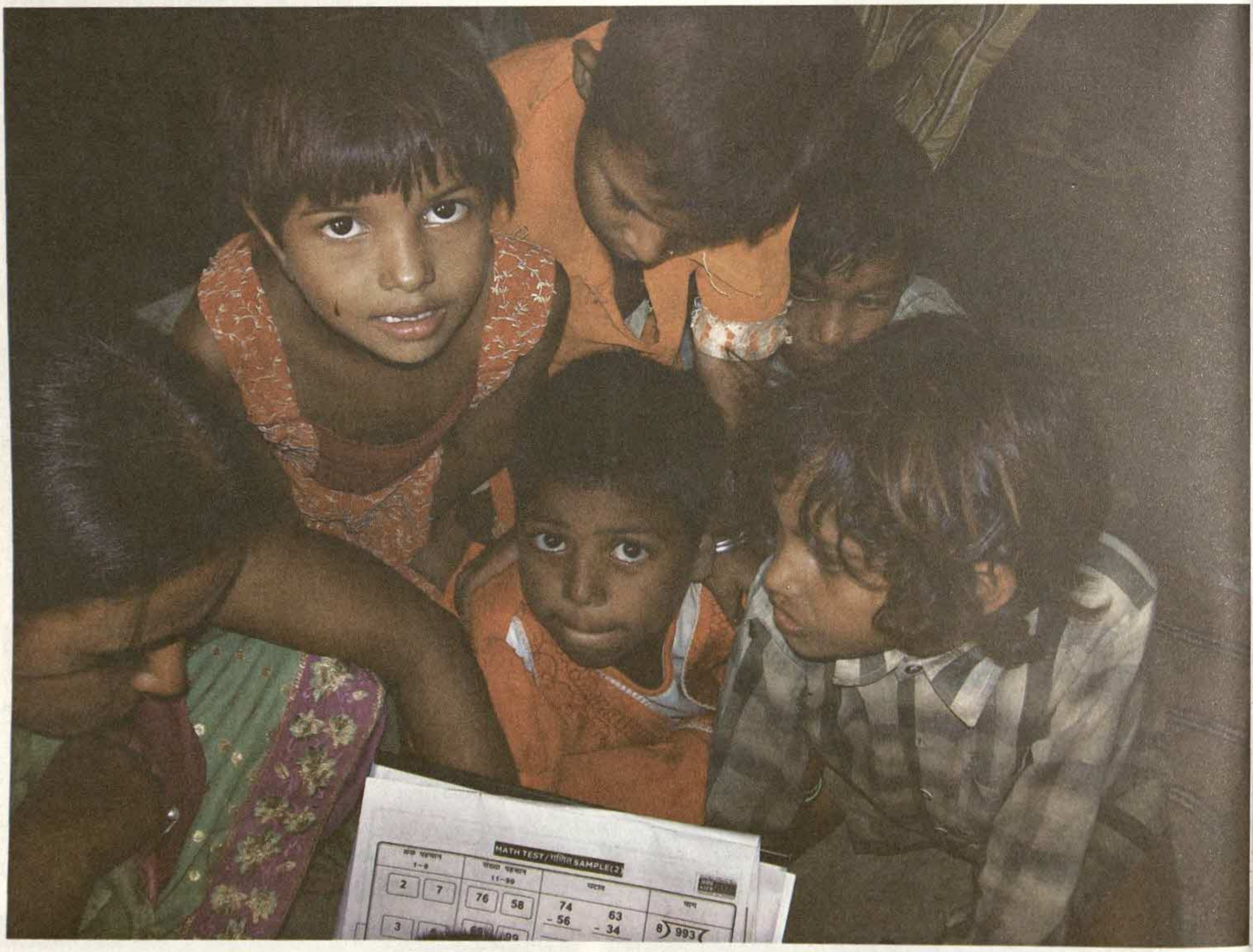
TRIPURA	2005	2006	2007
Allocation (In Rs Crores)	62.6	94.4	90.9
Expenditure (In Rs Crores)	51.1	86.8	77.0
Average Expenditure Per District Over 3 Years(In Rs Crores)		53.7	
Total out of school children(%)	1.1	5.2	3.7
Pupil Teacher Ratio(%)	22	23	22
Children in Std 1 who could not even read letters(%)	0.0	5.2	20.9
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	70.4	66	51.3

UTTAR PRADESH	2005	2006	2007
Allocation (In Rs Crores)	1604.5	2641.9	3678.5
Expenditure (In Rs Crores)	1251.7	2238.2	2829.1
Average Expenditure Per District Over 3 Years(In Rs Crores)		90.3	
Total out of school children(%)	7.2	6	3.9
Pupil Teacher Ratio(%)	68	57	53
Children in Std 1 who could not even read letters(%)	52	55.7	45.8
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	39.4	31.1	32.3

UTTARAKHAND	2005	2006	2007
Allocation (In Rs Crores)	130.4	168.5	248.2
Expenditure (In Rs Crores)	97.0	146.4	188.9
Average Expenditure Per District Over 3 Years(In Rs Crores)		33.3	
Total out of school children(%)	1.9	2.4	2.2
Pupil Teacher Ratio(%)	26	26	26
Children in Std 1 who could not even read letters(%)	29.3	19.6	29.5
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	68.9	57.6	59.2

WEST BENGAL	2005	2006	2007
Allocation (In Rs Crores)	877.7	1059.4	1464.9
Expenditure (In Rs Crores)	509.5	488.3	932.6
Average Expenditure Per District Over 3 Years(In Rs Crores)		113.6	
Total out of school children(%)	4.2	7.8	4.8
Pupil Teacher Ratio(%)	55	54	51
Children in Std 1 who could not even read letters(%)	16.1	13.6	19.4
Level 1(Std I Text)+Level 2(Std II Text) at Std 3(%)	74.2	67.9	64.7

Source: Pupil Teacher Ratio: Dise 2006-07, Flash Statistics.
Allocation, Expenditure data: MHRD
Out of school and learning percentage: ASER 2005, ASER 2006, ASER 2007



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